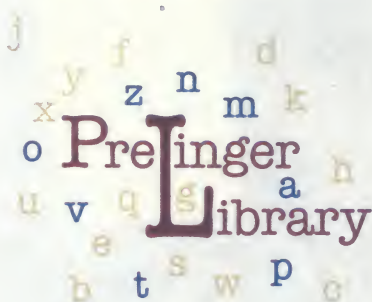




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# The Playground

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and Public Recreation



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*Journal of Outdoor Life*

ALL WORK AND NO PLAY MAKES THE CURE A DULL HUNT  
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## SCIENCE AND ART IN PLAY\*

A. E. WINSHIP, Litt.D.

Editor *Journal of Education*, Boston, Massachusetts

The Aims of Education are noble manhood and womanhood and efficient civic and social service.

Nothing is worth knowing that ends in the knowing.

No truth is worth searching for simply for the truth,—like money, knowledge and truth are valuable only through their use.

Play is capable of contributing much to the conservation of physical and intellectual vigor and alertness, to industrial, social and moral efficiency,—indeed nothing else taught in the schools bears more directly upon one's prosperity, efficiency and nobility than does play when it is utilized to the full.

Success in the largest sense is making the best use of one's possibilities, individually and as related to others. Individual records and team work must both be reckoned with in the estimate of efficiency.

Nothing signifies so much in school in both these regards as does play at its best.

Health at its best requires recreation.

Mental vigor and alertness require the best conditions. Play puts the body and mind at concert pitch.

Industrially recreation has high cash value. Frederick W. Taylor in his marvellous work through administrative efficiency demonstrated scientifically that an unskilled laborer could load upon a platform freight car 47 tons of 92 pound pigs of iron easier than he could 12 tons per day if he rested half the time in carrying each pig. If he carried half pigs (46 pounds) he needed to rest only quarter of the time. Every size piece of iron has its scientific demand for rest,—so industrially, everywhere, in every way, recreation is indispensable for efficiency.

Socially, play, team work, is of inestimable service to the individual and to society.

Play must as a whole provide for

Diversity,  
Intensity,  
Skill,  
Grace.

---

\* Outline of an exceedingly strong and able address on Play, delivered at Boston, Massachusetts

## PLAYGROUND AND RECREATION WORKERS

Play must be as definite as mathematics.

Play must be as scientific as the laboratory.

There must be all the relationship of cause and effect that there is in business.

There must be competition.

An official scorer is indispensable.

An umpire is requisite.

One must learn to get there.

One must learn to be square all the time.

One must learn to be at his best every minute.

One must learn to sacrifice his success in an emergency for the sake of the success of all.

One must be willing to give opportunity to another on occasion.

One must appreciate the importance of being always prepared for what ever he expects to do well.

One must absolutely know the game, must know his place in the game, must know *what* to play, how to play and when.

## MEETING OF PLAYGROUND AND RECREATION WORKERS

From Tuesday, February 25th to Friday, February 28th, under the auspices of the Playground and Recreation Association of America, the playground commissions of San Francisco, Oakland, Berkeley, Los Angeles, and the Recreation League of San Francisco, the San Francisco Board of Education, and the San Francisco Vacation League, a meeting of the playground and recreation workers of the Pacific Coast was held. Four eastern speakers were present: Dr. Edward W. Stitt, superintendent of evening recreation centers in the public schools of New York; E. B. DeGroot, of the Chicago Playground Association, until recently general director of field houses and playgrounds, South Park Commission, Chicago; Miss Elizabeth Burchenal, executive secretary of the Girls' Branch of the Public School Athletic League of New York; Seumas MacManus, the storyteller who has charmed so many audiences throughout the country.

The Congress was divided into three parts: The morning sessions under the leadership of Mr. DeGroot were institute

## *PLAYGROUND AND RECREATION WORKERS*

meetings for practical discussion. From 100 to 250 people were in attendance regularly at these meetings. Some of the topics of these morning meetings were The Moral Influence of the Playground, How Many Playgrounds Do We Need, The Playground as a Neighborhood Center, Athletic Leagues, Boys' Athletics, Girls' Athletics, Field Houses, Equipment.

The afternoons of the Congress were taken up with large demonstrations and athletic displays. On one afternoon there was a demonstration of the use of the school yard as a play center. On another the playgrounds of San Francisco gave an exhibit of athletics, folk dancing, flag drills and games. One afternoon a special program of sports and games and drills was given at Oakland. At the largest outdoor demonstration 2,000 children took part.

The evening meetings were attended by from three to five hundred people. The speakers from the East gave the principal addresses. The key notes struck were the Need of the Wider Use of the School Plant for Recreational Purposes, the Need for Making Playgrounds Recreation Centers, and the Need for Wider Interpretation of the Function of Recreation Commissions and Associations.

Miss Burchenal's message on Athletics for Girls was much appreciated. She conducted classes in dancing, and played with the playground workers and school teachers. Mr. DeGroot gave very much practical help to the playground superintendents and directors. Outside of the delegates attending from San Francisco about 200 people were present, many coming from Los Angeles and other places at some distance. One of the most helpful features of the meeting was the goodfellowship that predominated.

For two years the Playground and Recreation Association of America has had a field secretary on the Pacific Coast. For the greater part of this time the Association has also had the part time services of James Edward Rogers, who has been assisting in the work in and near San Francisco. For a number of years there has been a most remarkable development of recreation interest on the Pacific Coast. In no part of the country does there seem to be greater enthusiasm for the possibilities of the recreation movement than in the States of California, Oregon and Washington.

# HOW TO EQUIP A PLAYROOM—THE PITTSBURGH PLAN

BY ALICE M. CORBIN

Supervisor, Playrooms and Playgrounds for Small Children,  
Pittsburgh, Pennsylvania

## **The Plan**

Pittsburgh has provided five indoor playrooms in its largest recreation parks, which are located in the most crowded sections of the city. For four years, it has employed a special supervisor to look after the play interests of children under ten years of age. During the spring, winter, and summer, it maintains from twelve to twenty-eight playgrounds for children of this age, but, unfortunately, funds are inadequate to furnish an equal number of playrooms during the winter months when these are most needed. Yet these five playrooms point like beacon lights to the hope for further development of this plan—a plan which would set apart a room in every schoolhouse and recreation house for a nursery playroom to which school children could bring their younger brothers and sisters for the care and attention their crowded homes fail to give. These nursery playrooms would require the joint care of a nurse and kindergartner during school hours, and after school hours could be opened to children in the first four grades.

## **How to Furnish a Playroom**

The first playroom started in Pittsburgh was built especially for the purpose. It was large and airy, with plenty of low windows on opposing sides. The walls were of soft green and the wood-work a warm brown. This large room was in reality two rooms separated with large folding doors which slid back against the wall easily and gave the appearance of one large room. In each room were long, low seats which opened with sliding doors at the sides and were used as cupboards for toys. The second playroom in Pittsburgh was made by enclosing a large pillared porch with glass sides. Seats were built along both ends of this room similar to the cupboard seats of the other playroom. The other playrooms had less window space but were bright and cheerful, two of them having small alcoves and corners especially adapted for low seats and tables for house plays.

Given good air and light, any room may be converted into



## HOW TO EQUIP A PLAYROOM

a cheerful, attractive playroom for children, provided it is large enough to permit the free activities children need and want. From time immemorial children have liked to slide, to swing, to climb. How can the playroom provide for these natural activities? Unfortunately, there are no longer cellar-doors to slide down, or trees to climb and swing on in most children's back yards. But slides, swings and rope ladders can be purchased and put into the child's environment again. The adjustable slides are best because they can be folded back against the wall when not in use. If only one slide can be had it is best to select the medium sized one, sixteen feet long, and eight feet high. A smaller slide, nine and a half feet long and four and a half feet high, is better for the little tots. For climbing, several kinds of apparatus are needed. The babies like to climb upon the kindergarten tables and these need to be covered with a soft pad when so used. They like, also, to climb in and out of large boxes or a doll house. Madame Montessori's parallel bar fence is also good for these little tots. They can pull themselves along by their hands, while walking sidewise. The babies also like to pull themselves up and along the floor by knotted ropes suspended from swing standards. All of these activities strengthen the muscles of the trunk and exercise the limbs, with the added advantage of taking the weight of the torso from the limbs at a time when its weight far exceeds the strength of the limbs to sustain it easily. For the older children, rope swings suspended from the ceiling are a great delight. Exercise on these helps to fix easy and graceful movements of kneeling, standing, and bending, which are necessary co-ordinations to build up during these years. Swings of all kinds are in great demand. The best of these is Sequin's Trampolino, a wide-seated swing which supports the limbs and is kept going by pushing the feet against a board nailed on the wall about the level of the seat.

It is easy to build a standard for the chair or hammock swings which children so delight in. The standard should be fastened in the floor, and rows of patent fastening hooks placed at convenient distances to hold five or six swings. Walking and running plays are natural to children of these years, and every playroom should contain means of developing these. The little tots like to toddle along wide boards and can be helped

## HOW TO EQUIP A PLAYROOM

to build up splendid co-ordinations of muscles necessary in good walking, if shown how to play various ways. They like to walk fast, then slow, take long steps, then short ones. As balancing becomes a delight, a raised board or joist takes the place of the curb stones all children love to play on. When the body calls for more difficult co-ordinations, large oblong blocks may be arranged in circular, straight, or variously planned pathways, and walking on these becomes a game which brings always a newer and harder problem.

### **Contact with the Elements**

Also, every playroom should provide some means by which a child can have contact with the elemental forces of nature, water, earth. A sand table should be the last resort. Sand bins can be built under the floor by cutting sectional doors in the floor and placing a large wooden, or preferably zinc-lined, box underneath these doors. If the floors are not well heated, some of the low cupboard seats can be converted into sand bins by opening these seats on top and placing deep trays of zinc there. There will still be room underneath for shelves of various heights on which toys can be kept within easy reach of the children.

For water plays zinc trays can be made just the size to cover half or all of a kindergarten table, or to fit upon the cupboard seats along the wall. These trays should have at the side faucet arrangements for drainage. Here the little tots can play in water, sail boats, build dams with sand. The older ones like to fish, using long wooden poles with string and magnet attached. The fish they cut for themselves from thin pieces of tin, floating them on large corks.

### **Caring for Living Things**

Nurturing plays should be provided for by building a window ledge where children may plant flowers and vegetables in large wooden boxes built especially for the purpose. Another window should be reserved for plants and bulbs which call into play the nurturing of growing things during the cold weather. One corner should be reserved for visiting pets, rabbits, white mice, and should contain some living pets, such as birds and gold fish, which demand daily care on the part of the children.

Of course, every playroom needs kindergarten chairs—Mosher chairs, preferably—of various sizes, and kindergarten

## HOW TO EQUIP A PLAYROOM

tables of varying height and length. Most of all it needs a piano, for developing songs, games, and rhythms as they arise in the natural play events of the day. For walking, running, pulling, hauling, hopping, skipping, and jumping movements can be made rhythmical and be utilized in games and folk-dances which introduce a larger and larger content into play and extend the mental life of the child.

### **Most of All— The Leader**

Most of all does the playroom need a play leader—preferably a kindergartner—who can sympathize with and understand each play impulse as it blindly gropes its way to conscious and purposeful play. This kindergartner must have freed herself from a slavish devotion to materials. She must see that the real toys and materials are found in the tissue hungers of the child's developing body and mind. These awakening instincts and impulses are her starting point; these she must develop by putting within the child's reach suitable materials for play experimentation. Montessori would do this and then leave the child alone to learn as the race has done. Each material she presents isolates some problem which the child can solve, thus discovering the laws of the materials. The playroom leader must do more. Adopting the individual and group play as a basis for experimentation with materials, she must be prepared to lead the child's ideas to control and use materials. Still more she must arouse ideas, if necessary, and stimulate the imagination to control the play. She must see that apparatus exists not for body alone, but for creative play. Swinging and sliding are not alone for physical co-ordination. There is a spiritual joy in swinging, an exhilaration, a push of imagination which sets free the child's thoughts and feelings. These apparatus plays lead to rhythmic plays. Swinging becomes a feeling which seeks satisfaction in rhythmic representation of swinging, as we find in the simple folk-dances—"How would you like to go up in a swing" or "Hickory dickory dock"—here not only a feeling, but a story or idea controls the movement. Walking likewise becomes rhythmic and leads to all kinds of walking plays, involving contrasts in slow and fast, long and short, happy and sad steps.

It would be impossible to show psychological significance of apparatus play in such a brief space; or to show the develop-



## HOW TO EQUIP A PLAYROOM

ing possibilities in play with materials. Perhaps a list of some of the materials may carry with it to the trained mind adequate suggestions as to the uses of these toys and materials.

### 1. Balls

**Materials Suitable  
for Children from  
2½ to 7 years**

(a) Small worsted balls with string, in red, orange, yellow, green, blue, violet (to be grasped, rolled, tossed, bounced, swung, dragged, twirled)

(b) Large rubber balls covered with knitted yarn, in red, orange, yellow, green, blue, violet (to be bounced, tossed, and rolled)

(c) Large rubber balls, to bounce and catch

(d) Smallest basket ball for throwing, catching

(e) No. ½ Spalding foot-ball for kicking

2. Wooden spheres, cubes, or cylinders (second gift of kindergarten) to be used in experimentation

### 3. Plays

A box of large wooden beads, cubes, cylinders, spheres, to be used in discriminating form through stringing plays

### 4. Dolls

(a) Two sizes of unbreakable celluloid dolls

(a) Wooden "Do with dolls"

(c) Rag dolls made by children out of white paper cambric  
A set of red, orange, yellow, green, blue, violet, dolls' dresses and cape to be used in stimulating color perception along with play of colored balls

(d) Soldier dolls of paper, Indians, cow-boys, to be used with blocks in representative plays

### 5. Blocks

(a) Nests of blocks for babies to handle and play with and pile up into towers

(b) Large wooden blocks made to order of hard wood in four sizes

Cubes 4 x 4

Oblongs 2 x 4 x 8

Triangular prisms made by cutting cube diagonally into two and four parts

Pillars made by cutting oblongs into two pieces  
(To be used for all kinds of building plays)



## HOW TO EQUIP A PLAYROOM

6. A box of miscellaneous articles stimulating handling  
Small rubber balls, large and small spools, spoons, bean bags, boxes, stones, pebbles, buttons, rattles, bells, whistles, linen picture books, celluloid animals, aluminum dishes
7. A set of rattles made by filling ribbon bolts, or cylindrical oyster cans, with sand, rice, shot, pebbles (used in developing sound plays); a set of bells of different tones to be used by teacher in developing sound
8. A set of hand-made weights made by filling ribbon bolts with light and heavy materials, varying weight and size (children handle and discriminate differences in weight)
9. Pulling toys  
Two-wheeled carts, wheelbarrows; rabbits, ducks, horses, on wheels
10. A set of wooden animals representing farm yard. Large and small horses, ducks, hens and chickens, cows, goats (A set of trees of various kinds, and animals of various sizes, can be used for art arrangement plays)
11. Doll beds, carriages, tables, stoves, wash tubs, brooms, dishes to be used in "house plays"
12. Tin moulds of various sizes to be used in sand plays
13. Simple block and cardboard puzzles representing animals, "Mother Goose," and other simple scenes
14. Games  
Down and Out  
Tumbeline  
Target games with bean bags
15. Folding paper, cardboard, boxes, milk-bottle tops, fasteners, to be used in constructing toys

### 1. Dolls

**Toys and Playthings  
for Children from  
7 to 9**

Unbreakable dolls of celluloid with  
complete set of clothes  
Wooden dolls

Paper dolls with dresses

Dolls made of any nature materials, potatoes, peanuts

2. Doll beds with complete set of bed clothes
3. Doll stoves, carriages, tables

## HOW TO EQUIP A PLAYROOM

4. Aluminum or enamel dishes and kitchen utensils
5. Doll house and wooden or cardboard furniture made by children
6. Blocks
  - (a) Same as previous period, cubes, oblongs
  - (b) Architectural blocks for designing flat houses  
Anchor blocks for stone constructive work  
Fifth and sixth gifts of kindergarten
7. Pebbles, tiles, sticks, seeds, and shells, for designing
8. Jacks and balls
9. Ropes for jumping
10. Paper soldiers, cow-boys, Indians, and animals, to be used in dramatic plays with blocks
11. Mechano for boys to use in experimental machine-making
12. Games
  - Tumbeline
  - Down and Out
  - Jack Straws
  - Dominoes
  - Target games
  - Checkers
  - Tiddledy-winks
  - Messenger boy
  - Crokinole
  - Base ball game
  - Table croquet
13. A bench and tools for carpenter work. With this should go odd pieces of boards, spools, nails, glue, to be utilized in constructing doll furniture, boats, kites, and toys of various kinds
14. Balls
  - Same as preceding period with soccer and playground balls added for outdoor use; also diabolò
15. Peg boards for designing
16. Puzzles
  - U. S. Map
  - Railroad puzzle
  - Historical painting puzzles
  - All kinds of puzzles made or brought by children

## FOR THE FUTURE HOME-MAKER

17. Picture books supplied by Children's Department of Carnegie Library; festival posters and pictures of play experiences of children
18. A miscellaneous collection of materials necessary for constructive work; children should have ready access to folding sheets, scissors, rag paper, spool boxes, meat skewers, milk-bottle tops, paper fasteners, to be used in constructing objects and toys growing out of play interests

### **The Play Program**

Session for children from 2½ to 6 years—

1.30-3.45

1.30-3.00—Free plays in which children choose their own interests and materials, playing singly or in groups. Play leader goes from group to group, helping to develop play.

- 3.00-4.45—Period for organized rhythms, games, songs, and stories. In this period the play leader plans some common experience for entire group, such as nurturing plants, feeding pets, visiting carpenter shop or toy shop

Session for School Children from 6-10

- 4.00-5.00—Free plays. Children choose their own apparatus, toys, play materials, and games. Teacher supervises and suggests when necessary.

- 5.00-5.30—Organized period. Games, folk-dances, stories, and dramatics

Some days boys and girls play separately, sometimes together.

## FOR THE FUTURE HOME-MAKER

MARGUERITE L. McLEAN

Supervisor, Cooking and Sewing, Pittsburgh Playground Association,  
Pittsburgh, Pennsylvania

### **An Open Door**

In the home-plays, such as playing house, playing with dolls, making doll-clothes or mud-pies, a channel to the very heart of the home may be opened. When a child keyed to these interests comes to the playground, the play leader may by tactful appeal to a growing

## FOR THE FUTURE HOME-MAKER

interest fill the hours with joyous play and yet build a beautiful structure of love for the home and efficient care of it. Last summer a "little mother" wandered into the hall of one of the vacation schools, seeking a cool shady spot in which to rest her sleeping babe. A play leader asked her if she did not wish to join the sewing class. She shook her head, saying she must tend the baby brother. The play leader suggested that she might bring the baby into the class and make some simple article for him. This touched a vital spot and at once the child was eager to come. She had no time to sew but she did have time to make something for the baby.

### **Because She Wants It**

Since the children come to play, the sewing must be play. There is no place for tedious samples. Instead, the child should start to make something she wants to make and learn the stitches incidentally, practicing perhaps for a few minutes on each new one before she puts it upon her work. From the first, the little girl should have a choice of material, so she may learn the selection and blending of colors.

The very young children should be given coarse work, perhaps canvas, and large blunt needles and bright colored cottons to make mats, needle books, pin cushions, bags and cases of various sorts. A rag doll and its wardrobe and the furnishings for a doll-bed never fail to attract the young children, while pretty aprons, sleevelets and caps appeal to the older girls. Underwear with simple embroidery upon it may come next, and, if the girls wish, a shirt waist suit may be made. This all gives opportunity for discussion of kinds of materials and styles, laundering and the care of clothes.

Playground cooking leads the girls through their play interest to joy in preparing simple foods so they are palatable, digestible and attractive. Incidentally, ideals of home management are suggested. Even in the mothers' classes, after a long day of hard work, women feel the greatest interest in ordinary cooking made joyous through the play spirit.



## AN EXPERIMENT IN ATHLETICS

GEORGE E. JOHNSON

Superintendent, Pittsburgh Playground Association, Pittsburgh, Pennsylvania

Last summer an athletic meet was held at Schenley Oval between four teams of one hundred boys each, from the recreation parks and vacation schools of Pittsburgh. The ages of the boys ranged from ten to fifteen years, the average age of the boys of the teams not exceeding twelve and one half years.

The object of the experiment was to demonstrate, if possible, the practicability of conducting an athletic meet in which individual competition should be entirely displaced by group competition; to demonstrate the feasibility of handling teams of extraordinary size and to demonstrate also that such a meet would be of very great interest both from the standpoint of the spectators and the participants. The events chosen were a five mile relay race, each boy to run 88 yards; the standing broad jump, and the tug of war.

In practising for these events the boys were given some drill in line formation, deploying in squads of ten, breaking ranks and quickly re-forming, and marching. This drill was to enable quick, easy and efficient handling of the boys at the meet. The boys of each team were numbered consecutively from one to one hundred, each boy wearing his number.

The events were conducted as follows: For the relay race, the teams were deployed in squads of ten to each of the ten 88 yard lines of the half mile track, one boy of each team taking his place on the line, the rest being stationed within the oval adjacent to the track. The boys at the scratch carried sticks wound with the colors of their respective teams which they handed to the next runner as they finished their distance. When the boys at a given station were released their places were taken by the boys composing the next relay at that station. Once started, the race was continuous until every one of the 400 boys had run his distance and the five miles had been covered.

Nothing could exceed the spectacular features of this race. It was an ordinary relay race multiplied by 25, in time, in space, in changing fortunes. The accumulation of interest was immense and the outcome was uncertain to the very end. In teams so large, if the age or weight basis is faithfully applied, the

## AN EXPERIMENT IN ATHLETICS

average difference between the members of the teams is reduced to the very minimum and a close contest inevitably results.

For the standing broad jump, the teams were formed in single file, all facing in the same direction. The leaders of the several teams jumped, then took their places at the rear of their respective teams, the lines meantime advancing to the marks made by the first jumpers. The second men on the teams jumped and took their places at the rear as did the first, and so on, until all had jumped. The teams advanced down the track continuously and commensurately with the distance covered by the jumpers. The team covering the greatest distance in the one hundred jumps won.

The tug of war was the ordinary standing pull, all four teams pulling at once. The two winning teams then pulled the final. The time allowed was one minute. This event proved very spectacular and exciting, contrary to the expectation of some who had never before experienced the thrilling suspense of a real tug of war.

In conclusion, it may be stated that the experiment seemed to show—(1) that very large teams competing in group contests can be handled with greater quickness and facility than an equal number of participants in individual contests;

(2) that the spectacular features and excitement of the contests are increased rather than diminished;

(3) that contests between large teams tend to be closer and more uncertain of the outcome to the last;

(4) that *every* boy may become an eager participant in *every* event, realizing that failure to do one's best is as serious for the success of his team in the case of the slow and the weak as in the case of the swift and the strong.

Finally, I am inclined to believe that the spirit displayed by both the victors and the vanquished after the meet was the finest that we had ever seen at one of our meets, as though the success of the team enlarged the satisfaction of winning in the heart of each boy and as though the bitterness of personal defeat were lost in the feeling that all had done what they could and had stood together.

## MAKING A RECREATION SURVEY

ROWLAND HAYNES

Field Secretary of the Playground and Recreation Association of America,  
New York City

An architect in his work-shop is not a very interesting object, nor are his blueprints, plans and computations very thrilling. We care more for his results in completed buildings. The same is true of a Recreation Survey. Results are more interesting than methods, but some account of the methods used in a Recreation Survey may show how any community may find out and plan for its recreational needs.

The purpose of a Recreation Survey is to help in planning for an adequate recreation system, one which ministers to the whole recreation life of a community. This recreation life may be roughly divided into that which is occupied with home recreation, private recreation, commercial recreation and public recreation. An adequate recreation system includes all these parts, and a public recreation system seeks not to compete with any of the other parts, but to supplement home and private recreation, to exercise oversight over commercial recreation, and to furnish opportunities for wholesome public recreation to those who are not otherwise cared for.

In several cities it has been found that, while from 50 to 70 per cent of the entire recreation life is being cared for after a fashion by home, private and commercial forms, of the remaining 30 or 50 per cent which would naturally fall to the care of public recreation, only 5 or 10 per cent is being handled by such agencies. In short, it has appeared that public agencies are doing only about one-fifth of the work which comes to them. Where there is such a large field to cover, and where there is no community in the country which is at present adequately covering the balance of the recreation life which would naturally fall to public agencies, it is of prime importance that any development or extension of a recreation system in any community, large or small, should be based on such a study of its recreation conditions that there shall be no duplication and waste.

Such a survey should cover three main topics: first, recreation activities of the three chief groups in any community, namely, the school group, the unmarried working group, and



## MAKING A RECREATION SURVEY

the home group; second, facilities and supervision; third, plan for development. The purpose of the study of the activities of different groups is to show what they are doing in the way of recreation, and what each main group needs. The second part of the survey, that on facilities, should show precisely what the city already possesses in the way of facilities, in school plant, park plant, libraries, museums, streets, and what supervision it already has in the working force of all of these departments. Such a study of facilities should come to some definite conclusion as to what the city has available to meet the needs which have been shown in the study of the activities and exactly what further facilities the city would need to secure in order to build up an adequate recreation system. The third part of the survey should present a definite plan whereby the facilities which the city possesses may be used to meet the needs which the city has been shown to have. It should also outline the steps whereby needed new facilities may be secured, and it should consider the form of administration and the unification of supervision.

**A Bird's Eye View**      The first work on any recreation survey is to get all possible information for a bird's eye view of the recreation field in a given city from settlement workers, Associated Charities visitors, city officials, school teachers and anybody else who knows about the recreation conditions in the city, the location of foreign colonies, of congested sections, of sections containing large numbers of children as against boarding house and loft building sections. If there has been a housing investigation or an investigation of the conditions of labor or similar studies in the city in question, in these may be found preliminary suggestions. From the school census, if it has been properly taken, may be learned the exact location of the districts where the children are the largest percentage of the population. From the federal census and the city engineer's record of the area of each ward or smaller civil division one may compute the population per acre for each district so as to get accurate information as to congestion of population.

Where possible through the help of the superintendent of schools it is well to ask the children in the upper grammar grades to write on what they do with their spare time. It usually takes about two weeks to get these papers, more or less, according to the promptness of the superintendent of schools in



## MAKING A RECREATION SURVEY

handling the request. From these papers a thousand are selected, care being taken that an equal number is taken from each school and an equal number from boys and girls. This thousand is then carefully gone over to get a tabulated list of all the chief forms of recreation and percentages are worked out as to the number of children mentioning each kind of recreation and also percentages for the number of times each form of recreation is mentioned. This last is necessary to get an index of the proportion of the recreational life of the typical group of children occupied by each recreational form. In reading the papers notes are also taken of any special things which need further investigation and of any special evidences of recreational needs.

### **Soundings**

Soundings consisting of an intensive study of certain selected districts are then made.

If the school census is taken in such a way that one may know just how many children there are in different small districts, these soundings are made to coincide with a selected number of these school districts. Twenty blocks are about all that can be covered in three hours and under special conditions more time has to be taken to that number of blocks. These soundings are selected from four or five typical neighborhoods. Each block is platted and the amount of space free for play, marking the amount of space occupied by clothes yards and storage places and so not free for play, the amount occupied by lawns upon which play is not allowed, the amount free for play but requiring grading or cleaning for play use. For rapid work a space 25 by 25 feet is a good unit, the different use of the ground in terms of this unit being put down on the plat. From the city engineer the exact size of the blocks and streets is obtained so that it is possible to work out in acres the area of each sounding and the number of acres occupied by streets, free for play, and under the other headings noted in the survey outline given above. Percentages for each heading are also worked out. This survey of the amount of play space as compared with other kinds of space is taken after school hours so as to be able to note at the same time just what the children seen out of doors are doing. This saves going over the ground twice. In the separate schedules for children the number of children is noted, the ages in four age divisions 1-5, 6-10, 11-15, 16-20, the number of boys

## MAKING A RECREATION SURVEY

and the number of girls, the number who are doing nothing, number working, number playing, also the number in the street, the number in private yards, number in vacant lots, number in public playgrounds in the sounding studied. It usually takes nearly as long to work out summaries and percentages as to take the soundings, sometimes longer.

### **Commercial Amusements**

Various forms of commercial amusements such as theatres, dance halls, pleasure parks, penny arcades, skating rinks, shooting galleries, pool and billiard halls, bowling alleys, are visited, each place of each kind once and in some cases two or three times where special conditions have to be studied, as for instance the difference between the Saturday night crowd at a dancing academy and the regular week day evening crowd, or the difference in the Sunday night attendance at theatres and the matinee attendance during the week. When seasonal differences in these recreation forms make any complete record impossible, the fact has to be noted and explained. In studying these amusement forms note is taken of the number attending, the ages, from which average weekly attendance for each form and age is worked out, the physical characteristics of the places and the class of entertainment given.

### **Private Institutions**

Private institutions are often the hardest to study because their records are often poorly kept and they are usually too numerous for one to be able to visit them all in person to see that the reports given are not exaggerated because of friendliness of the reporters. In the main the reports of others, checked up by occasional visits or information from other sources have to be depended upon. By private institutions is meant philanthropic institutions like churches, settlements, Young Men's Christian Associations, Young Women's Christian Associations, Knights of Columbus (Catholic), and co-operative institutions like golf clubs, athletic clubs, fraternal orders, which furnish recreation as part of their work. In these reports from private institutions information is sought not only on the number and age of the persons reached in each week, month or year, but also information on what part of the recreational life of those reached is furnished by the institution in question. Thus an institution may reach five hundred people at an entertainment

## MAKING A RECREATION SURVEY

once a month and not be doing so much as another institution which reaches one hundred people twice a week and plays an important part in the recreational life of those one hundred people. The kind of recreation furnished by these private institutions is also noted.

The attendance and kind of recreation furnished by public institutions, the ages of the persons reached by these institutions is noted in much the same way as in the case of commercial and private institutions. Care has to be taken to get first hand information rather than second hand reports in order to avoid the unintentional misrepresentation due to enthusiastic public officials who sometimes read what they hope to do in terms of actual accomplishment.

All these studies of activities constitute one part of the survey and should lead to a fairly accurate estimate as to the proportion of the recreational life of the city which is cared for by home recreation, by commercial recreation, by private institution recreation, and by public recreation. It should make possible a fairly accurate estimate of the per cent of the whole recreational life which must be cared for by public institutions, and what per cent of this task the city is already performing. An estimate is different from a guess. A guess is based upon a general impression. An estimate is based on figures. This study of activities and resulting estimates shows the need of the city for further facilities or for further use of its present facilities.

### **Public Facilities**

The next section of the survey covers the public facilities of the city. It involves a careful study of the school plant, of the park plant, and of any special playgrounds, libraries, museums or other facilities. It involves a study not only of physical properties but also of the supervisory force already employed. Every school building and piece of ground has to be visited. A note from the superintendent of schools to the principals, if the schools are in session, an automobile and a helper will make the work go most rapidly. While one worker is going through the building the other can be going over the school ground and thus each place covered in about ten minutes. Outside the buildings the size of the school lot is noted—if not given accurately in the school board report—the distribution of the land, that is how much is free for play,



## MAKING A RECREATION SURVEY

how much is taken up with lawns and embankments, and how much by buildings, whether the ground is cut up into small spaces which make games impossible,—the condition of the ground is noted, whether properly surfaced or not and also any play or gymnasium apparatus. From these figures and the school enrollment the per capita outdoor play space is later computed for each building. Inside the building open space rooms for social activities and recreation are noted, their number, approximate size, location, that is on what story, surfacing,—wood, cement, brick floors,—light and heat connections and, where these are not present in basement rooms, amount of work necessary to make light and heat extensions. Basement play rooms, kindergarten rooms, corridors, auditoriums, gymnasiums, are the things chiefly looked for. In the auditorium the seating capacity and movability of the seats is noted to see what recreation purposes the room can be used for. Any recreation material such as pianos, equipments, gymnasium apparatus, is noted. Often this material can be put in the most convenient form by recording it in a card index. If the superintendent of schools consents, a note can be sent to the principal of each school asking about the nationality and home recreation conditions of the pupils, also a record of any games or entertainments conducted by the teacher with statement as to the number of these per month and average attendance.

In studying the park plant and playgrounds the layout of the grounds has to be studied to show the amount in acres and the per cent occupied for different purposes. One city was found where fifty-three per cent of a two acre playground was occupied with walks and decorative landscaping. The kind of public baths whether recreational, as in the case of swimming pools, or only cleansing, as in the case of shower baths, is considered; the recreational possibilities of the public library are also studied in this survey of facilities.

**Taking Stock** The second section of the report is meant to be a careful taking account of stock to see just what the city possesses both in the way of facilities and supervisory force to meet the needs which have been demonstrated in the study of the recreational task in the first section of the report. It should result in a careful estimate of whether the facilities already possessed are being used to the

## *A RURAL SURVEY OF MISSOURI*

limit of their capacity, of what can be done to increase the effectiveness of present facilities and supervisory force, and what further facilities and supervisory force would be needed in addition to that already possessed to meet the need as demonstrated.

### **Administration**

The last part of the survey considers the form of administration of public recreation which is likely to be most efficient for that city and a plan of administrative development whereby the funds, the supervisory force, the facilities and the training of workers can be secured. This involves a study of the legal powers of different administrative boards, of their financial resources, and taxing and bonding capacity, a study of their present personnel and past history to determine their probable freedom from pernicious political influence. It has to study the jealousies and frictions which may impede the work. This part of the study should result in a definite plan of administrative organization and an outline of the development of the recreation system to be sought in the next few years. It should pick out the one or two things which need to be done first in order to get the recreation system in good working order so that the survey may result in definite action and may focus the attention on what needs to be done at once in order to build up a recreation system which will adequately meet the needs of the city.

Extracts from

## **A RURAL SURVEY OF MISSOURI**

MADE IN THREE COUNTIES BY THE DEPARTMENT OF CHURCH AND  
COUNTRY LIFE OF THE BOARD OF HOME MISSIONS OF THE  
PRESBYTERIAN CHURCH

The country stores, the streets, restaurants, pool rooms and speak-easies of the villages and towns and occasionally the lodge halls furnish centers of informal meeting—the exchange of greetings, ideas and gossip. On Sundays it is the custom of those at the church services to remain after the benediction and chat informally in the church building or upon the grounds. This is the meeting place, too, of the young men and young

## *A RURAL SURVEY OF MISSOURI*

women, who pair off at the close of the services, and, getting into their buggies, race each other home—when the roads permit. For the children there is no place except the school ground, and this but for a few minutes a day for only 160 days out of the year. For the Italian and Hungarian miners there is no place of meeting but their labor union halls, which are open but one or two nights out of a week.

### **Lodge and Secret Fraternal Organizations**

The membership is largely confined to those who want life insurance. The attendance at the monthly meetings is but 29 per cent in one county, 32 per cent in another. Most of the members are owners of over 100 acres. The lodge does not reach the poor man.

### **School Grounds**

These vary from one quarter to one and a half acres, averaging about three quarters of an acre. The playgrounds are usually unsuitable, as they were donated for school purposes because they were not good for farming purposes. Not a single flower bed was found in any rural school. There is no playground apparatus. The schools are without student organizations save one County Corn Club and one County Bread Club. Nearly 90 per cent of the schools have libraries of about 40 volumes each.

### **Recreation**

The recreation facilities are sadly deficient. The average township affords a little Sunday baseball at some village, an occasional dance at some home or in a hall, three or four picnics a summer, two or three ice cream socials given by the churches, one pool room and one or two school entertainments a year. These are the only recreations offered to 150 families in a given year. The recreations provided by church, school and lodge are not so much for the sake of the community as for filling their own treasuries.

Nowhere throughout the country districts is there to be found any organization which considers itself obligated to offer clean, wholesome recreation for young and old. The chief aim of the young people's societies in the churches seems to be to keep from dying out. There is not a single men's club among the 159 more or less active Protestant churches. There are eight small junior organizations including one group of Boy Scouts but they are all in the towns. In the towns and villages, too, are the women's societies, about forty in number. In the 83 country churches are



## A RURAL SURVEY OF MISSOURI

but six or seven women's societies. Every Catholic church has at least one men's club, one women's club and one junior organization.

### Provision for Social Life

The casual meetings of the population should interest the churches. Each resident pastor on whom the improvement of religious conditions now depends should cultivate the life of the people in their relations with one another. He should provide places of frequent assembly. These meetings should occur often enough to satisfy the social inclinations of the people. It is to be presumed that they will be held in private houses but the church is none too good for this use. It belongs to the people of the community who built it.

These meetings, however, should be carefully organized. The pastor should study his people's needs. One of the greatest needs is to study "better farming." In some states there are "Sixteen Clubs" made up of sixteen farmers and their wives. These clubs meet once a month at a farm house. They inspect the farm, the barns and arrangements of the whole place, and after dining together, hold a meeting for the criticism of the farming methods of their host. When a club makes its second visit to a farmhouse, the minutes of the previous meeting held in that house are read for comparison.

Can the church introduce into these communities the grange? Can it offer to the farmers' wives and sons and daughters opportunities for getting together and broadening their minds and enriching their lives in social and literary clubs? Can it furnish recreation facilities, clean and wholesome, for young and old? It has preached long against Sunday baseball; can it begin now the practice of overcoming evil with good by furnishing enough baseball through the week so that the boys will not care for it on Sunday? Can it take its place in the battle line beside those who are fighting for better schools, better buildings, better courses of instruction and better playgrounds? Can it champion the cause of the young men who have been leaving the farms in alarming numbers? They have been leaving because farm life has been less attractive than town life; because their schools have prepared them for town life rather than for farm life; because of the drudgery of farm life; because they have little opportunity of getting together with other young people; and because they have no opportunity to get land of their own; and they will continue to leave the farm so long as these conditions prevail. Can the church champion their cause; can it throw open

## THE TRAINING OF RECREATION SECRETARIES

its doors to them, not three hours a month but three hours a day? Can it offer them a chance to play, to mingle with one another and to broaden their lives in literary, social and athletic activities? Can it take upon itself the task of saving young men not only for Paradise, but for America, and for American farms?

### THE TRAINING OF RECREATION SECRETARIES\*

ANNA L. BROWN, M.D.

National Board of Young Women's Christian Associations, New York City

#### **Equipment for a New Profession**

The recreation secretary as the executive of a department of recreation is responsible not only for superintending and managing the department but also for devising an adequate program of recreation for all mature people. Recreation regarded as play in its larger aspects—in short, grown-up play—has been long and sadly neglected.

The training of the recreation secretary must include a study of the history of play and its effects upon national and individual life. If recreation is regarded as play in contradistinction to work, as activities which may afford relief from the strain of work, it becomes necessary to know the effects of various occupations upon individual and community life. Not only must training take account of occupational traditions, living and working experiences and social attitudes, but play must be studied from its constructive side, as release of energy in the direction of attainment and the acquirement of skill through competition with the skill of others. Training from this standpoint must be based upon a study of leisure.

This marks the point of departure in the playground and recreation program. Play for children is directed toward keeping them intelligently busy: play for grown-up people is directed toward making their leisure intelligently happy.

**Taking Part** We all recognize the necessity for putting into our day's program those things which shall react helpfully, refreshingly, upon the mind and give the body a chance to recover from the strain of our vocation, what-

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\* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912



## THE TRAINING OF RECREATION SECRETARIES

ever that vocation may be. These things are our recreation. In the Young Women's Christian Association the department which has languished in the past has been the so-called social department. This was because no attempt was made to standardize the good-times section of our program. It was assumed that anyone with a turn for sociability, that is, for getting people together and entertaining them, was qualified to manage our social work. Since we began to study recreation from the standpoint of the girls themselves we have learned many things that it behooved us to know. We have learned, for instance, that in their recreation girls are exactly like the old lady who returned from prayer meeting happy, declaring that "it was a good meeting; they had had a good time,—she took part."

It is said that the duty of democratizing social intercourse lies chiefly at the door of the women of our country. Play is the most democratizing single influence we can exert upon the artificial social standards of our times. Play may be an end in itself for the overtaxed youth of little leisure but the student of social needs uses it as a means to an end, as preparation for life rather than as community service.

### **Mother Play**

The play instinct needs to be kept alive in girls for the sake of the little children who may come to them later. It is pitiful to see so many mothers content to tie their children into the go-cart, tether them to the leg of the table or put them into cages and leave them to their playthings. Play *things* is a sadly apt and fitting term. From lack of training they seem unable to make *things* contribute to brains. The women who have had all the enlargement of life which comes from many-sided forms of recreation, who have been trained in the art of leading and organizing games are far better prepared for the duties of motherhood than those who have been withdrawn from play at the beginning of their teens. Children need mothering by those who are able to organize simple constructive games and direct intelligent play.

### **A Race Problem**

It is not, therefore, a community, but a race problem with which we are dealing, and the question of training assumes significant proportions in the light of the results which must come from a readjustment of ideas in regard to recreation. One of the best things training gives is the power to put ourselves into another's

## THE TRAINING OF RECREATION SECRETARIES

place. To provide recreation for youth is not the whole program for the recreation secretary. We study not only to learn but also to render our appreciation wider and more accurate. The objective of the secretary must be larger than to teach people to play,—it must be to teach them how to learn to play and how to help others in their turn to learn the art. There must come through recreation a sense of enlarging powers which shall render youth more self-reliant and capable. A recreation leader needs to know the spiritual forces which he will encounter, helpfully or harmfully, in his administration of physical forces. It is told of an old New England watchmaker, when somebody took him a fine Swiss watch to be repaired, that he looked at it and said, "I can take it apart, and I can put it together again, and it may go; but somehow it seems as if the man that made one of them *fine* watches put in somethin' of his own that I can't understand; so I most generally give 'em a few drops of oil and lay 'em by in a drawer for two or three weeks, and most on 'em kind o' think it out for themselves."

This is so much better philosophy and safer practice than the common attempt of the amateur leader who is so apt to fail to take account of the *fine* things which have been wrought into the fibre of some souls. The untrained leader is in constant danger of attempting to *finish* things, and often to finish them on a time schedule. I was told of an Association secretary a few days ago that she was a capital worker but she tried to do everything herself. She had never had a complete course of training and knew only how to do things, not how to organize her work and direct other people in the doing of it.

### Two Kinds of Executive

"There are two kinds of executive," says Dean Briggs, of Radcliffe, "the one who stimulates and the one who accomplishes."

He quotes the lady who said of Edward Everett Hale: "I know he doesn't finish much, but he has cut and basted more things than anybody living."

There are people for whom the "cutting and basting" are all that is necessary, and somehow more people seem to get "fitted" by the leaders who, inspired themselves, can inspire others. In general, however, the leader, the true executive, has to execute as well as plan. Training is experience brought to bear upon the question of the hour, that is, the experience of

## THE TRAINING OF RECREATION SECRETARIES

others of which we possess ourselves combined with a modicum of that rare gift, common sense, to teach us when this experience applies and when it does not apply to a given case.

To qualify herself for the specific duties of the recreation leader the worker needs to study play in relation to racial traditions and physical environment. For people already at work she needs to understand occupational and living conditions in her community.

Not only must the secretary be trained to lead all forms of recreation and organize various activities, but she must have such a large, social conception of her vocation that she may be able to help girls at all the needy points in their lives. In recreation she has an unusual opportunity to learn the life problems and the small but real difficulties of many girls. Suppose a physical director or recreation secretary discovers that one of her girls is developing tuberculosis, but has no money for treatment and cannot afford to stop work. She should know so well the resources of her community that she is able to refer that girl to the proper person or agency through which the needed help can be secured. In the Young Women's Christian Association, because of a diversified program of work, it is often possible for the recreation secretary to relate directly and immediately the needs of girls revealed on the playground to sources of help within the Association or elsewhere in the community.

### **Training Required**

Briefly, in conclusion, it seems to me that training of the secretary should cover the following points: first, the study of the special needs of the community in which she is to serve; second, the study of methods for the training of girls and young women in directing the play of children in order that the home itself may be the center in which intelligent play shall begin to be first organized and then continuously promoted throughout the period of childhood and youth; third, the establishment of standards for the home in its relation to the larger social body with its many-sided problems; fourth, study of the ultimate objective in the plan, namely the preparation for life. The finest contribution that can be made to the life of any community is to inspire its youth with true ideals. Youth thrives upon ideals, and training to be effective must embody such ideals for the all-round life of the individual and the community as shall emphasize the permanent, the real, the eternal.



## OPPORTUNITY OF PLAY DIRECTOR\*

The place where the child plays is a laboratory of conduct. The director should touch every phase of the life of the people,—civic, social, intellectual, recreational. He should see that the play life brings about an all round development. To accomplish this, he must understand the child's nature, so that he may hold his interest and anticipate his need.

The play director needs scholarship, with the motor side especially developed. He needs not merely to know, but to be able to make things go right because he knows. The play director should have specific training, preferably of several years' duration. It is not enough to know a few plays and games; he must know child nature, and be a specialist in the management of these factors that control growth and development.

## A RECREATION BILL

A bill prepared by Dr. C. A. Earle of Des Plaines for an act for the creation of public recreation districts was introduced into the State Legislature of Illinois. This bill provides that any territory situated in the same county may be organized into a Recreation District for the establishment, equipment and maintenance of public recreation centers. One hundred voters may petition the county judge to cause the question to be submitted to the voters, and at the same election to order the election of six directors, who serve without compensation, giving bond to the sum of \$1,000. One-third of the directors hold office for three years, one-third for two years and one-third for one year. They have power to acquire lands and buildings and equip them for use, the intent and object of the act being to encourage and promote healthful indoor and outdoor recreation for the people of the district organized. They may charge for the privileges of the recreation centers a sum sufficient for maintenance only.

Any district created is empowered to levy and collect a general tax not to exceed one cent on each dollar for the necessary expenses of the district and to provide for salaries of officers and employees and the cost of improvements authorized

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\* Extract from address by Clark W. Hetherington.



## THE ATHLETIC BADGE TEST

by the directors. The district is also authorized to issue bonds not exceeding five per cent of the value of taxable property and bearing five per cent interest.

### THE ATHLETIC BADGE TEST FOR BOYS

The Playground and Recreation Association of America has adopted the following as standards which every boy ought to be able to attain:

#### First Test

Pull Up (Chinning) .....	4 times
Standing Broad Jump.....	5 ft. 9 in.
60 Yards Dash.....	8 3-5 seconds

#### Second Test

Pull Up (Chinning).....	6 times
Standing Broad Jump.....	6 ft. 6 in.
60 Yards Dash.....	8 seconds
or 100 Yards Dash.....	14 seconds

#### Third Test

Pull Up (Chinning).....	9 times
Running High Jump.....	4 ft. 4 in.
220 Yards Run.....	28 seconds

As these standards have been tested in the public schools of several cities it has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, to those who have had experience with this form of athletics, that the different standards should be limited to these age groups. Accordingly no age or even weight limit is fixed. Any boy may enter any test at any time.

Similar tests are now in use in many cities and in some country districts. The Association has attempted through a committee of experts\* from different parts of the country to

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\* Committee which fixed tests: George W. Ehler, Director Department of Physical Education, University of Wisconsin, Madison, Wis., Chairman; J. H. McCurdy, International Y. M. C. A. Training School, Springfield, Mass.; George J. Fisher, Secretary of the Physical Department, International Committee, Y. M. C. A., New York City; W. E. Meanwell, Director Gymnasium, University of Wisconsin, Madison, Wis.; Wm. A. Stecher, Secretary, Philadelphia Playground Association, Philadelphia, Pa.; E. B. DeGroot, Chicago Playground Association, Chicago, Ill.

## THE ATHLETIC BADGE TEST

establish standards which would be simple, consist of events which are interesting, and be generally acceptable. The tests require only simple apparatus, a comparatively small space. They can be conducted in a short period of time even with a considerable number of boys, and the measure of each boy's performance can be accurately determined.

### Contests

The following general rules shall govern the final competition:

No boy is permitted to receive more than one badge for any grade in any one year.

It is necessary to qualify in all three events in any one class in order to win a badge.

There shall be but one trial in chinning, one in the dashes, and three in the jumps.

#### 1. PULL UP (CHINNING)

A portable chinning bar in a doorway, a horizontal bar in the gymnasium or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar. Then with his arms straightened at full length he pulls himself up without a kick, snap, jerk, or swing, until his chin is above the bar. Lowering himself again until his arms are straight, he repeats the "Pull Up."

#### 2. STANDING BROAD JUMP

Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about 4 feet by 25 feet and have a wooden or metal strip 2 inches by 4 inches imbedded in the ground at one end of the pit flush with the surface, to serve as a "take off." It is also well to mark off 5 feet 9 inches and 6 feet 6 inches from the "take off." Each competitor is allowed three jumps, his best jump being taken as his record.

"The feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. When the feet are lifted from the ground twice, or two springs are made in making the attempt, it shall count as a trial jump without result. A competitor may rock back and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction."\*

## THE ATHLETIC BADGE TEST

### 3. 60 YARD DASH, 100 YARDS DASH AND 220 YARDS RUN

A stop watch is necessary for timing the boys in this event. Under the direction of a starter each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go" the time keeper starts his watch. As the runner crosses the finish line (60 yards, 100 yards or 220 yards from the starting line), the time keeper stops his watch. The time indicated on the stop watch is the runner's time.

"A false start is one where any part of the person of a competitor touches the ground in front of his mark before the starter purposely gives his signal. The third false start shall disqualify the offender. The competitor shall keep his hands behind the mark assigned to him."\*

### 4. RUNNING HIGH JUMP

"The bar shall be a thin stick and shall rest on pins which shall project not more than three inches from the uprights. When this bar is removed, it shall constitute a trial jump without result."

"The height shall be measured from the middle of the bar to the ground on a direct line."

"Each boy shall be allowed three trial jumps at each height."

"Running under the bar in making an attempt to jump shall be counted as a balk and three successive balks shall constitute a trial jump."\*

The following order of events is suggested: pull up (chin-ning), jumping, running.

## Badges

### THE HURDLER

Designed by R. Tait McKenzie, M.D., University of Pennsylvania,  
for the Playground and Recreation Association of America, 1912,  
Copyright 1912

The following badges have been adopted for the three different classes:



Copyright 1912  
First Test



Copyright 1912  
Second Test



Copyright 1912  
Third Test

The badge for the first test is distinguished by one star in the space below the hurdler, the badge for the second test by

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\* The rules quoted in the fine type are with slight adaptation the rules laid down in the Official Handbook of the Public Schools Athletic League.



## THE ATHLETIC BADGE TEST

two stars below the hurdler, the badge for the third test by the Greek word **APISTON** below the hurdler. All the badges are in bronze. The feeling has been strong that the badges should be simple and beautiful but should not in themselves have intrinsic value, that the value should be in what the badge stands for. In designing this badge for the boys of America Dr. R. Tait McKenzie has rendered a large service.

The Association recommends that each boy passing the tests be allowed to pay for his own badge just as a young man or woman at college elected to Phi Beta Kappa pays for the key awarded.

### Prices

The price, postpaid, either singly or in quantity is fifteen cents each.

### Ordering Badges

Public schools, private schools, playgrounds, evening recreation centers, settlements, church organizations, and other organizations of good standing in any city, town, village or rural community may use the tests adopted by the Association and *certify* on blanks furnished by the Association, the names and addresses of boys passing the tests, ordering the number of badges of each kind required.

The American Committee on Athletic Standards for Boys will pass on each list certified. If such list is accepted by the committee, the badges ordered will be forwarded on receipt of the money for such badges. The Association will reserve the right to test boys whose names have been sent in if in the judgment of the Committee it seems desirable to do so. The Association will expect those certifying these lists to exercise the greatest possible care. The object in passing on each list is so far as possible to make sure that badges shall go only to such boys as have passed the tests required.

## THE BADGE TEST

### What It Does

¶ Every boy ought to be physically efficient.

¶ Specialized athletics have developed remarkable American athletes but they have done most for those who needed athletic training least.



## BOOK REVIEWS

¶ Every boy ought to try to reach a certain minimum physical standard. Such standards have been formulated by a committee of experts and are here presented.

¶ Every boy passing the tests is authorized to wear this badge which stands for physical efficiency.

¶ Every boy wearing this badge as he meets another boy—even though their homes be on opposite sides of the continent—when he sees the badge upon the other boy knows that they have had the same tests, and feels a certain comradeship.

¶ In these days the boy who makes himself physically efficient is preparing himself for efficient citizenship later.

¶ It is hoped that once each year in each city there can be a meeting of the boys who have qualified in previous years to welcome those who have just qualified. It would not be unfitting in our American cities as in the cities of ancient Greece for the leaders in the city's life to make such a time a notable annual event.

¶ In some cities the physical standard of the boys has been made much higher because of these tests—sometimes thirty per cent higher. To achieve the same result nationally would enable America to continue to have in these days of city life the pride in the physical fitness of her boys which she formerly had in the pioneer days.

## BOOK REVIEWS

### PENAL SERVITUDE

By E. STAGG WHITIN, Ph.D., General Secretary National Committee on Prison Labor.  
Published by National Committee on Prison Labor. Price, \$1.50, net

While this book treats problems concerning prison management and labor it also contains some incidental suggestions on recreation in public institutions. Thus it has been found that a Saturday half holiday for baseball games between prison shops proved such an incentive for work that it resulted in financial gains to the contractor; that a convict band playing on the parade ground during working hours did not lessen the speed of the operative's work, and that in social intercourse between prisoners the "evil results are in proportion to the lack of supervision—good supervision may make this seeming evil to work for good." The writer has recommended in a special report the introduction into prisons of moving pictures of an educational and recreational character. The book contains no suggestion for recreation among women prisoners.

## BOOK REVIEWS

### MORRIS DANCE TUNES

Edited by JOSEPHINE BROWER. Published by the H. W. Gray Company, sole agents for Novello and Company, New York. Price, \$1.00

In the July PLAYGROUND the review of *The Morris Dance*, edited by Miss Josephine Brower, stated that the music was not included. This music selected and arranged with great care is, however, contained in a separate book to accompany *The Morris Dance*.

### THE FAMILY AND SOCIAL WORK

By EDWARD T. DEVINE, Ph.D., LL.D. Published by Association Press, 124 E. 28th Street, New York City. Price, \$.60, postpaid

The attitude of the modern social worker is here convincingly set forth: that social work is applied religion; rehabilitation of the family its aim; all its phases important for their bearing upon this aim; and all phases therefore co-ordinate in their effort to break the vicious circle, for "wherever the veil is lifted, there light streams in and the spell of darkness is broken." The book while written to social workers speaks to all who care to see mankind better and happier. Recreation workers who perhaps oftener than others are accused of breaking up the family will find the book both comforting and suggestive, for the author recognizes the need of playgrounds and play for children, of recreation for all to aid in making the individual and the family the helpers instead of the helped. Dr. Devine's splendid faith is inspiring: "From many campaigns against specific causes of poverty, one victory—the early and complete abolition of poverty."

### TOYS AND GAMES

By ANDREW BJURMAN, Maplewood, Mass. Price, \$.75.

This book consists of blueprint drawings and specifications for making different toys and games. With the aid of a teacher or an older boy at first, boys from seven to twelve years of age would find interesting occupation work for the playground, the vacation school or the home. Few tools and cheap, common material, such as old boxes, spools, and clothespins are used.

### THE BOY AND HIS CLUBS

By WILLIAM McCORMICK. Published by Fleming H. Revell Co., New York City. Price, \$.50, net

Recognizing the successes and failures of the Boys' Brigades, the Boy Scouts, the Sunday School class, the Y. M. C. A., the author yet finds a multitude of boys outside these deserving thoughtful consideration. "And it is these boys unreached by the Y. M. C. A., untouched by the church, uninfluenced by the home; unaffected by other agencies, who need an evening club life, and of whom this club life may be the making." Frankly religious, yet providing "a good time in a respectable way" the boys' club, says the author, "versatile and protean, with diversity and variety, can hold its boys permanently, and even in their manhood prove a potent force to hold them to their ideals." The value of the book to recreation workers lies in its sympathetic understanding of boy nature.

## BOOK REVIEWS

### FRESH AIR AND HOW TO USE IT

By THOMAS SPEES CARRINGTON, M.D. Published by the National Association for the Study and Prevention of Tuberculosis, 105 East 22nd Street, New York City. 1912

Dr. Carrington's book contains one chapter devoted to roof playgrounds, setting forth the need of greater air spaces, the advantages of pure air, and the availability of roofs which are not yet in use. Suggestions are given for construction, flooring and shelter covering. Excellent cuts of the various types of roof playgrounds are given.

### CHILD LABOR IN CITY STREETS

By EDWARD N. CLOPPER. Published by The Macmillan Company, 66 Fifth Avenue, New York City. Price, \$1.25, net

The book is a strong plea for extending the regulation of child labor to those occupations which keep children on the streets. "The street was never intended for a playground, nor a field for child labor. Child labor in city streets must be abolished, but at the same time co-operation with other movements is necessary before a satisfactory solution of the problem can be assured. A movement to prohibit street work by children should give impetus to that which seeks to make the public school a social center, and especially to that for public vacation schools. Many of the homes of city children very largely lack the element of attractiveness which is so essential in holding children under the influence of their parents, and this want must be filled as far as possible by making the school an instrument not merely for instruction, but also for the entertainment and socializing of the entire neighborhood.

"Again, the regulating of street trading should be undertaken jointly with the movement to supply adequate playground facilities. Playgrounds are not a municipal luxury, but a necessary. Children must have some suitable place for recreation. It is not a function of the street to furnish the space for play, and as children cannot and should not be kept at home all the time, it follows that ground must be set apart for the purpose. On these points a British report says: 'We have no doubt that insanitary homes and immoral surroundings, with the want of any open spaces where the children could enjoy healthy exercise and recreation, are strong factors in determining towards evil courses in the cases of the children of the poor.'\* The need for more playgrounds in Chicago was partially supplied by having one block in a congested district closed to traffic during August, 1911, so that children could play there without risking their lives, from eight in the morning to eight in the evening. In providing this emergency playground, Chicago has set an example that will undoubtedly be imitated by other cities."

### THE JONATHAN PAPERS

By ELISABETH WOODBRIDGE. Published by Houghton Mifflin Co., New York and Boston. Price, \$1.25, net

It must have been written for recreation workers, for is not every recreation worker thrilled by the dedication "to all perfect comradeship

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\* Report of Interdepartmental Committee on the Employment of Children during School Age in Ireland, 1902, p. 7



## BOOK REVIEWS

wherever its joyous spirit is found?" Those working to increase the possibilities of perfect comradeship and make its joyous spirit found in many phases deserve the exquisite pleasure of seeing canoeing, duck-hunting, tramping in the rain, fishing, firelight dreams, through the eyes of Jonathan's companion. There is something deliciously leisurely about all of the pastimes of "Jonathan and I." In fact, the author—she seems more like a personal correspondent than an author—announces in the foreword her faith in the wisdom of taking dessert first—of being willing and able to shun the voice of Duty occasionally and to seize pleasures at the golden moment, not "covering their gleaming raiment with sad-colored robes, and visiting them with half-averted faces."

The reader must have a little of the play spirit, a touch of poetic fancy, a gleam of subtle humor—with these he will declare *The Jonathan Papers* the very glorification of the spirit of play.

### THE REPORT OF THE HUDSON COUNTY PARK COMMISSION

Published by the Jersey City Printing Co., Jersey City, N. J.

This report is suggestive to other Commissions who may be desiring to provide parks for an entire county. Foremost in the plan of this Commission was the desire to locate parks throughout the county so as to benefit all parts. The booklet gives the plan of the parks, pictures of attractive spots, report of the landscape architect and suggestions for park buildings, such as band-stands and shelter-houses. At the back is a table answering many inquiries made as to the number of miles in gravel paths and driveways, the number of acres in water, in lawn and meadow, in athletic fields and playgrounds, in picnic grounds and woods.

### REPLANNING SMALL CITIES

By JOHN NOLEN. Published by Baker and Taylor, New York City. Price \$2.50.

Mr. Nolen has gathered his plans for beautifying six cities into a volume called "Replanning Small Cities": Six typical studies, comprehensive plans for streets, parkways, and thoroughfares, for playgrounds and public recreation grounds, and many excellent illustrations are given.

### THE CONSTRUCTION AND FLYING OF KITES

By CHARLES M. MILLER. Published by Manual Arts Press, Peoria, Illinois. 1909

A novel play day not much used in playgrounds as yet is the Kite Day, successfully conducted in the public schools of Los Angeles. It grew out of the desire of the teacher of manual training to stimulate "home occupation" work and has proved valuable in developing inventiveness, skill and clean sport. Mr. Miller, the originator of the Kite Day in Los Angeles, gives detailed directions for making and flying kites of various kinds—from those of plain surface, with or without tails, to those of various humorous or artistic shapes and designs—butterfly, owl and bat kites; banner, brownie, ship kites; dragon kites and windmill kites. Suggestions are also given for a Kite Tournament.



## AVAILABLE RECREATION WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in recreation work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

*\* Indicates that the applicant desires a position as supervisor.*

*† Indicates that the applicant desires a position for the entire year.*

*‡ Indicates that the applicant will consider a position either for the summer or the entire year.*

### **Aguirre, E. C., Springfield College, Springfield, Mass.**

Training: Graduate University School. Springfield College, one year.

Experience: Assistant Physical Director, Y. M. C. A., Mexico City.

References: Dr. J. H. McCurdy, Springfield, Mass.

G. I. Babcock, Y. M. C. A., Mexico City, Mexico.

### **\*‡ Ashbaugh, Russell G., 372 Fairgreen Ave., Youngstown, Ohio.**

Training: Graduate high school and Brown University, 1913.

Experience: Taught swimming and athletics. Captain college football team.

Playground director, two summers.

References: Dr. N. H. Chaney, Youngstown, Ohio.

Otis Randall, Brown University, Providence, R. I.

### **Baker, Leland V., 5 Huntington Street, Concord, New Hampshire.**

Training: Graduate high school. School Commerce and Banking, one year.

Springfield College, one year.

Experience: Business experience, two years.

References: Dr. J. H. McCurdy, Springfield, Mass.

Wm. P. Fiske, North Main St., Concord, N. H.

### **‡ Bassett, Anita, Fontana, Wisconsin.**

Training: Graduate Kindergarten Training School. Course Chicago School Civics and Philanthropy.

Experience: Settlement Kindergarten, four years. Club work, one year.

References: Josephine Schain, Public Library, Minneapolis, Minn.

Mrs. B. H. Roderick, Associated Charities, Minneapolis.

### **‡ Batterson, William A., 308 West 59th Street, New York City.**

Training: Graduate high school and New York Normal School Physical Education. Playground course.

Experience: Playground director, New York City, two years. Director Carmin Street Public Gymnasium.

References: Bascom Johnson, 51 Chambers Street, New York City.

Miss Marion Carter, 310 West 59th Street, New York City.

### **‡ Bayliss, Kern, 719 West Adams Street, Macomb, Illinois.**

Training: Course physical training, Oberlin College. Playground course, Western Illinois Normal School.

Experience: Teacher, six years. Dances and games with Normal classes. Originating games.

References: Miss N. B. Lamkin, Macomb, Illinois.

Miss S. B. Davis, Macomb, Illinois.

### **Birch, Evelyn M., 428 West 20th Street, New York.**

Training: New York State Normal College. New York School Expression. New York Normal School Physical Education.

Experience: Kindergarten, five years. Physical training and elocution, five years.

References: M. T. Craven, 978 Broad Street, Newark, N. J.

H. H. Chapman, Corning, New York.

### **Bradigan, May M., 1629 West Lehigh Ave., Philadelphia, Pennsylvania.**

Training: Graduate Normal School and Temple University. Playground course.

Experience: Playground director, Philadelphia, four summers.

References: Margaret Muntz, 1515 West Lehigh Ave., Philadelphia, Pa.

Dr. Turton, White Plains, New York.

## AVAILABLE RECREATION WORKERS

### ‡ Brice, Helen L., 684 Stuyvesant Avenue, Irvington, New Jersey.

Training: Graduate high school. Physical training and playground courses.  
Experience: Settlement work, one summer. Playground director, three summers.

References: D. I. Kelly, Supervisor Essex County Parks, Newark, New Jersey.

J. N. Richards, Y. M. C. A., Middletown, Connecticut.

### Davidson, Alice J., 33 High Street, Saco, Maine.

Training: Graduate and Post Graduate, Emerson College of Oratory. Sargent and Posse Gymnasium, one year each. Folk dancing and aesthetic dancing.

Experience: Teacher, two years.

References: Linwood P. Hosley, Abbot Village, Maine.

Sara Hodnett, Mount de Chantal Academy, Wheeling, West Virginia.

### \* Eadie, John G., Y. M. C. A. College, Springfield, Massachusetts.

Training: Springfield College, two years.

Experience: Business experience, four years. Physical director, two years.

Play director, two summers. Boys' work, one year.

References: Prof. G. B. Affleck, Springfield, Mass.

W. E. Stark, Hackensack, New Jersey.

### † Flinn, Hazel Frances, 1459 25th Street, Detroit, Michigan.

Training: Graduate high school and Normal School of Physical Education. Playground course.

Experience: Director swimming, one summer.

References: Dr. Mable Otis, Tri-City Sanitarium, Moline, Illinois.

Harry T. Watson, Rochester University, Rochester, New York.

### \*‡ Gammon, Montague, M. A., Lynbrook, New York.

Training: College graduate, three years graduate study.

Experience: Principal public schools, five years; physical training director, ten years. Organized, directed ten playgrounds, Trenton, two seasons. Lecturer on play, Normal School, four years.

References: Dr. E. Mackey, Superintendent of Schools, Trenton, New Jersey.

Miss M. F. Carter, New York Normal School Physical Education, 308 West 59th Street, New York.

### † Gedney, Carrie Marie, 54 Beach Avenue, Mamaroneck, New York.

Training: Graduate Froebel Normal Kindergarten School.

Experience: Kindergarten, six years.

References: Rev. Frank F. German, Mamaroneck, New York.

Mrs. W. S. Johnson, Post Road East, Mamaroneck, New York.

### † Groff, Eleonore M., 460 East Wabasha, Winona, Minnesota.

Training: Graduate University of Wisconsin. Playground and Physical Training courses.

Experience: Social work in rural districts.

References: Blanche M. Trilling, 417 Sterling Place, Madison, Wisconsin.

Katherine S. Alvord, Chadbourne Hall, Madison, Wisconsin.

### \* Hickox, Edward J., Y. M. C. A. College, Springfield, Massachusetts.

Training: Graduate University. Two summers' special work, physical training, folk dancing, games. College, Springfield, one year.

Experience: Teacher and athletic coach, seven years. Organized and directed playground work, one summer.

References: Marshall Moore, Fort Collins, Colorado.

H. E. Black, Eaton, Colorado.

### \* Hill, Laurence S., 636 Fourth Street, Niagara Falls, N. Y.

Training: Graduate State Normal School, Stevens Point, Wisconsin. Physical Training and Playground Courses, Harvard Summer School.

Experience: Director Physical Training, Public Schools, Niagara Falls, N. Y., two years. Superintendent Playgrounds, Niagara Falls.

References: Dr. D. A. Sargent, Harvard University, Cambridge, Mass.

Dr. E. E. Gillick, Niagara Falls, New York.

## AVAILABLE RECREATION WORKERS

### **Holloway, D. Ayers, Y. M. C. A., Troy, New York.**

Training: Student Mt. Hermon School. Scoutmaster's course, Silver Bay.  
Experience: Secretary Boy Scouts, Troy, one year. Boys' Camp, four summers.  
References: S. F. Lester, Mason City, Iowa.  
Rev. George E. Mayers, Troy, New York.

### **Latham, Agnes Corrinne, 2306 North 13th Street, Philadelphia, Pa.**

Training: Graduate high school and Mansfield Normal Playground classes, Philadelphia.  
Experience: Teacher, public schools, eleven years. Playground director, three summers.  
References: Mrs. Charles Odiorne, Portland, Maine.  
Mrs. Turton, White Plains, New York.

### **Livingston, Lena, Newton, Iowa.**

Training: Graduate high school. Teachers College two years. Playground Course.  
Experience: Student assistant physical director one season.  
References: H. F. Pasink, Cedar Falls, Iowa.  
Helen R. Hallingby, Cape Girardeau, Missouri.

### **† Lord, Helen Tucker, 96 North 18th Street, East Orange, New Jersey.**

Training: Graduate Smith College, 1911. Lectures School for Social Workers 1911-12.  
Experience: Settlement work, Denison House and College Settlement, twelve months. Playground director, one summer.  
References: Lincoln Rowley, City Hall, East Orange, N. J.  
Geraldine Gordon, 93 Tyler Street, Boston, Mass.

### **\*† McGovern, Frank B., 75 Chelsea Street, East Boston, Massachusetts.**

Training: Graduate high school. College, one year. Senior, Posse Normal School.  
Experience: Playground director, one summer. Athletic director, six months. Boys' club work.  
References: J. Leonard Mason, Newark, New Jersey.  
Baroness Rose Posse, Posse Normal School, Boston, Massachusetts.

### **Mann, Claudia L., Georgetown Club, Wilkes-Barre, Pennsylvania.**

Training: Graduate high school. Ethical Culture School, two years.  
Experience: Kindergarten, two years. Playground assistant, one summer; director, one summer.  
References: Miss J. P. Arnold, Georgetown Club, Wilkes-Barre, Pennsylvania.  
Rev. H. J. Kerr, West North Street, Wilkes-Barre, Pennsylvania.  
Dr. Charles Long, South Washington St., Wilkes-Barre, Pennsylvania.

### **\*† Nutting, Lois, 110 Riverside Drive, New York City.**

Training: Vassar College, two years. Training in kindergarten and playground methods. Specialist in folk and aesthetic dancing.  
Experience: Settlement, one year. Director recreation pier, one summer; playground, one summer. Club dancing classes.  
References: Miss M. S. Stevens, 1123 Broadway, New York City.  
Mr. T. D. Walsh, Secretary, S. P. C. C., New York City.

### **\* Parker, Jacob, 1127 Boston Road, New York City.**

Training: Graduate Posse Gymnasium.  
Experience: Physical director high school, thirteen years. Director Playground, two years.  
References: George E. Johnson, Playground Association, Pittsburgh, Pa.  
J. H. Denbigh, Morris High School, New York City.

### **\* Payne, James W., Springfield College, Springfield, Massachusetts.**

Training: Springfield College, three years. Chautauqua, one summer. Specialized in folk dancing.  
Experience: Director physical training, two years. Playground supervisor, two summers.  
References: Dr. Dwight Holbrook, Ossining, New York.  
Henry Putnam, Amsterdam, New York.



## AVAILABLE RECREATION WORKERS

### ‡ Plank, Clarence C., Eau Claire, Wisconsin.

Training: Graduate high school and Lawrence college.

Experience: High school teacher and athletic coach, one year. Director playground, one summer.

References: C. T. Booth, Minneapolis, Minnesota.

J. Cahill, Eau Claire, Wisconsin.

### Sanford, Mabel L., 226 Grove Place, Utica, New York.

Training: Graduate high school. Kindergarten Training School. Courses play and folk dancing.

Experience: Experienced Kindergarten. Teacher folk dancing, Utica playgrounds, three seasons.

References: Gladys Abbott, 25 Summit Place, Utica, New York.

Sara E. McGucken, 19 Lansing Street, Utica, New York.

### \*‡ Skillman, Ethel, 1326 Watchung Avenue, Plainfield, New Jersey.

Training: Graduate high school. Playground course, School of Philanthropy.

Experience: Playground director, two seasons. Teacher folk dancing, recreation pier. Volunteer camp work.

References: J. Paul Dresser, 423 West 43d Street, New York.

Herbert E. Parker, Plainfield, New Jersey.

### Steindorf, Elsie, 103 Asher Street, Lafayette, Indiana.

Training: Graduate Purdue University. Specialized in manual training and domestic science.

Experience: Teacher, one year. Now supervisor, domestic science.

References: G. L. Roberts, Purdue University, Lafayette, Indiana.

F. B. Pearson, 55 East Main Street, Columbus, Ohio.

### \* Stephenson, Fred, Y. M. C. A. College, Springfield, Massachusetts.

Training: Springfield College, one year.

Experience: Business experience, six years. Physical director, four years. Playground director, one year.

References: E. R. Wilson, London, Ontario.

Judge McKay, Port Arthur, Ontario.

### Stone, George Charles, Y. M. C. A., Boston, Mass.

Training: Preparatory schools. Springfield College, one year.

Experience: Physical director, Boys' Work, two years.

References: Dr. A. E. Garland, Y. M. C. A., Boston, Mass.

Milo F. Brown, Y. M. C. A., Gloucester, Mass.

### \* Wilson, Benjamin Van Lew, Y. M. C. A. College, Springfield, Mass.

Training: Graduate Yale Summer School Physical Education. Student Harvard and Lake Geneva Summer Schools. Springfield College, one year.

Experience: Physical director, eleven years.

References: J. H. McCurdy, Springfield, Mass.

W. G. Anderson, Yale University, New Haven, Connecticut.



*Walpole, Mass.*

AFTER A NEVER-TO-BE-FORGOTTEN PLAY DAY AT A RURAL PLAY FESTIVAL



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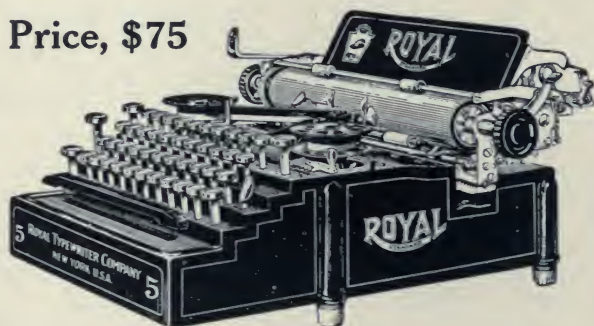
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*Reproduced from the Craftsman of February, 1913, by permission of Gustav Stickley*

As a part of a movement to promote folk festivals in America, Jacob Riis led in arranging for a giant Christmas tree in Madison Square. It was illuminated nightly during the holiday week and carols and hymns were sung around it.



BALLARD PLAYGROUND, SEATTLE, WASHINGTON

The building erected and equipped at a cost of \$18,000 contains a large gymnasium with a well-appointed stage, which is used two days a week for men and boys, two days for women and girls, one day for athletics, and one day for general social times, especially for dramatics by the younger groups. Two large and two small club rooms, a lobby, two offices, two locker rooms, and six shower baths, in which about eighty baths a day are taken, and an apartment with four rooms and bath for the resident director occupy the rest of the building.

Out of a membership of 1300, 500 are active members, 20 per cent adults.



*Josephine H. Clement*

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TO WIN HER BADGE—THE POTATO RACE



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TO WIN HER BADGE—PERFECT POISE REQUIRED



*Russell Sage Foundation, New York City*

TO WIN HER BADGE—BASKET BALL THROW





*Russell Sage Foundation, New York City*

TO WIN HER BADGE—ALL-UP INDIAN CLUB RACE

## THE ATHLETIC BADGE TEST FOR GIRLS†

The Playground and Recreation Association of America has adopted provisionally the following as standards which every girl ought to be able to attain:

### First Test

*All-up Indian Club Race.....	30 seconds
Basket-ball throwing .....	2 goals, 2 minutes
Balancing .....	24 feet, 2 trials

### Second Test

*All-up Indian Club Race.....	28 seconds
Basket-ball throwing .....	3 goals, 2 minutes
Balancing (bean-bag on head)...	24 feet, 2 trials

\*When Indian Clubs are not available, the Potato Race may be substituted:

For First Test 140 yards, 42 seconds.

For Second Test 140 yards, 39 seconds.

The events used in Philadelphia, New Orleans, Tacoma, Chicago, Cincinnati, Newark and New York City, as representative of the tests used in city schools; those prepared by Miss Anna M. Morgan for Ulster County, New York,\* as representative of rural communities, both supplemented by the report of the investigation of athletics for girls made by Mrs. Frank M. Roessing and Miss Elizabeth Burchenal, were used as a basis in preparing the athletic badge test for girls.

The athletic sports of the girls in the rural communities begin largely in the schools. There are 226,000 one-room rural schools in the United States and because of lack of gymnasium equipment and dressing-room facilities, events requiring bloomers and bathing suits are not advisable. There are many splendid events which

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† Committee on tests: Lee F. Hanmer, Director, Department of Recreation, Russell Sage Foundation, New York City, Chairman; Anna L. Brown, M.D., Director of Physical Education and Hygiene, National Board of Y. W. C. A., New York City; Luther H. Gulick, M.D., President Camp Fire Girls of America, New York City; William R. Harper, Director of Games and Athletics, Brooklyn Training School for Teachers; Anna M. Morgan, Teacher of Physical Training for Girls, Jersey City; Myron T. Scudder, Ph.D., President Scudder School, Professor of Rural Recreation, Summer School, University of Virginia; Clara L. Van Slyck, Assistant, Department of Recreation, Russell Sage Foundation, New York City.

\* Play Festival and Country Field Day under the direction of Dr. Myron T. Scudder.

## THE ATHLETIC BADGE TEST FOR GIRLS

cannot be used nationally. For instance, rowing, swimming and other water sports are as impossible in many sections of the prairie countries as are skating and skiing in the South. Archery, golf, field hockey, horseback riding, and tennis have been found to be quite beyond the means at the disposal of the majority of school girls in both city and country. There are communities in which any form of dancing does not meet with approval.

In view of the above facts, only two tests have been decided upon. As there are agencies at work to encourage the development of play leaders and the use of various sports in all communities, the third test has been left open for further suggestions.

### Tests

There are no height, weight or age limits in the Athletic Badge Test for Girls. The following general rules shall govern the final tests:

There shall be but one trial in each event, except the balancing in which two trials are allowed.

It is necessary to qualify in all three events in either class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

### DIRECTIONS FOR EVENTS

#### All-Up Indian Club Race

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound Model BS Indian Clubs. At a point thirty feet distant from a line passed through the center of the circles, and parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other, to the vacant circle, and runs back to the starting line. Three such trips are made finishing at the starting point. The girl is permitted to use but one hand in transferring the clubs.

To win a Class "A" badge a girl must make the three trips to the circles in 30 seconds.

To win a Class "B" badge a girl must make the three trips to the circles in 28 seconds.



## *THE ATHLETIC BADGE TEST FOR GIRLS*

### **Basket-ball Throwing**

The regular basket-ball goal may be used. It should be placed ten feet above the ground and extend six inches from the surface to which it is attached.

From a point directly under the center of the goal, draw a semi-circle with a radius of fifteen feet, for a throwing line.

The girl may stand at any point outside of but touching the throwing line. On the signal she throws for the goal, runs and picks up the ball and runs back of the line and makes the next throw.

To win a Class "A" badge a girl must make two goals in two minutes.

To win a Class "B" badge a girl must make three goals in two minutes.

Time will be counted from the signal for the first throw. There will be no signals for the throws following.

### **Balancing**

Any standard balance beam may be used, or a 2x4 inch plank, set on the two inch side, but the length should be twelve feet.

There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise.

For Class "A": The girl starts from center of beam, walks forward to end; without turning, walks backward to center; turns and walks forward to other end; turns and walks forward to starting point.

For Class "B": With a bean-bag balanced on her head, the girl starts from center of beam and walks forward to end; turns and walks forward the entire length of the balance beam; without turning, walks backward to starting point.

### **Potato Race**

On a direct line draw four circles, each twelve inches in diameter and five yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as the starting line. This is also the finish line.

## WHAT THE PUBLIC WANTS

On the first circle place a basket or other receptacle not over two feet in height and with an opening not exceeding three feet in circumference.

On the signal the girl runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket); runs back to the basket, passes between it and the starting line, takes the second potato from the basket and places it in the second circle; returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in the third circle and runs back to the starting line. From the starting line she runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato and replaces it in the basket, runs to the third circle, picks up the potato, replaces it in the basket and runs across the finish line.

If a potato is dropped anywhere but in the circle where it should be placed or in the basket, it must be picked up and properly placed before another is touched.

To win a Class "A" badge a girl must cross the finish line within 42 seconds from the time the signal to start is given.

To win a Class "B" badge a girl must cross the finish line within 39 seconds from the time the signal to start is given.

### Badges

The badges are being prepared and will soon be ready for distribution.

## WHAT THE PUBLIC WANTS

JOSEPHINE H. CLEMENT

Manager, Bijou Theatre, Boston, Massachusetts

What the public wants. Who shall say what the public wants? Does the public itself know what it wants? How can the public know whether it wants a thing or not if it is never given an opportunity to judge?

It is not my intention to theorize or discuss conditions existing anywhere save in my own branch of the business, although the same premise could be applied to amusements of all kinds.

Four years ago—as it is largely today—the general policy of the picture house the country over, was an indiscriminate (or if

## WHAT THE PUBLIC WANTS

discrimination was used at all, it was in favor of the most objectionable) showing of pictures interspersed with illustrated songs, banal, unmusical, with stereopticon views showing the lowest order of art expression. The vaudeville act was soon added. Of necessity only the poorest talent was obtainable owing to the small salaries which could be paid; and it never dawned upon the mind of the manager to seek for material anywhere except in the already organized ranks. It is amazing, the universal fear which obtains among managers of picture theatres of trying anything new. If they are ever induced to try something new, and immediately results do not follow in an increase in the box office receipts, they turn at once from the new idea with a wise shake of the head and feel convinced that the public does not want any change. They fail to realize that the public, having been fed upon poor food for so long a time, takes some time to accustom itself to a change of diet.

That the experiment which was tried in the Bijou Theatre in Boston has grown into an accomplished fact, is due to the public spirit and broad mindedness of Mr. B. F. Keith who has already set a standard for public amusement.

### **New Ideas**

In allowing the present policy of the Bijou to be established Mr. Keith very clearly defined certain ideals which he felt must win recognition; and it has been the aim of the manager to develop and maintain these ideals.

### **Picture Censorship**

The Bijou had been in existence as a picture house four months when its present management was installed. Immediate attention was given to the systematic reviewal and censorship of the motion picture, only films of the highest merit being accepted. This censorship was not only exercised in the matter of the moral tone, but with reference to the educational and artistic value. Pictures of precocious infants playing mean tricks upon their elders, of smart little boys conducting themselves as no intelligent senior would approve in real life; pictures of dirty tramps held up as objects of amusement, and of harrowing catastrophes leaving nothing to the imagination, were at once tabooed. It has not been necessary to sacrifice some otherwise excellent pictures to accomplish the elimination of some of these undesirable episodes, as it is quite possible to cut the film so that these eliminations may be made. We have also deemed it wise to avoid pictures where little accuracy has been shown in historical events, where crude and inartistic stage setting has been used, or



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where cruelty to living creatures has been depicted. At least fifteen per cent and over of the pictures produced have been such as we did not care to exhibit. There is such a generous supply of material on the market, however, that it is possible to provide two programs a week without any difficulty, even with a very high standard.

### **The Stereopticon**

As an ally to the motion picture, which the public must interpret for itself, we believe in the stereopticon view accompanied by an intelligent lecturer. While undoubtedly there are those in our audience who do not care for the lecture, it is of such duration that they can afford a courteous attention until a part of the program is presented which appeals to them more directly. Such courteous attention very often develops a real enjoyment. All material must be selected with judgment, and never permitted to lack the human touch.

### **Good Music**

Good music conscientiously sung even by a growing artist is better than poor music offered by a more confident performer. Nothing is more discouraging, when one realizes the appeal of fine music, than the performance which may be daily heard in any motion picture house and the smug confidence with which the young men and women with little or no training are permitted to walk out and inflict upon the public their meretricious offerings.

One of the most pathetic side of the situation is that of the artists (?) themselves. Not infrequently have young people, when I suggested to them that better and more beautiful material could be found, given a smile assuring me "the managers do not want anything different." On one occasion a young man and woman prefaced all remarks by saying, "Of course what we are doing now would not suit you, but we know some good music which we can give if you would like to have us."

Within any city or town large enough to support an amusement center there can always be found conscientious students who have far better offerings for the public; in many cases, talent, and even genius may be discovered. The use of such material not only gives the public better entertainment, but offers encouragement and an opportunity for growth to the artist.

Until our experiment proved a fact, the argument could always be made: "Theoretically this is very interesting, but a show made of such material would not attract the public. It would not be patronized." The only answer to be made to such an argument

has been made. Such a show has been maintained for three years and a half, and it does attract the public; and the public is the same the world over. The next argument offered is—"Well, in some peculiar way, in this special case, it seems to do so, but rest assured, in no other city could it be done." While I am a Bostonian by adoption, I can speak with authority of one other city—my native one, New York—and I am perfectly sure that the same entertainment developed in the same way, and maintained under the same conditions, would be patronized in that city. In fact I believe there is not a city in the country that is not ready and hungering for such opportunity, and the possibility of the further development and growth of such organizations are so immense that I hesitate to disclose my vision lest I be considered utterly impractical.

**Development of  
Local Talent**

In every instance local talent should be sought and developed, never to the exclusion, however, of the already established artist when such artist has desirable expression. So should these popular amusement centers serve as a means for developing talent which may later have universal recognition.

With this common interest of advancement, petty jealousies among themselves, and antagonism between the manager and the artist, each fearing the other, will be swept aside; and the public, because the dominating spirit is true, will be better served. No offering, however simple, can fail to make its appeal when genuine artistic endeavor is present.

It is presupposed, in presenting this argument, that there must be, in every instance, some person competent to judge at the outset, in which event, aspirants who are evidently lacking in the necessary requisites will be discouraged from adopting a calling for which they are not fitted, and advised with kindness and wisdom to seek some more suitable vocation.

As the question may arise in the reader's mind as to exactly what music we have found possible to present, the following may be mentioned: A series of musical numbers were given last summer in appropriate costume and setting, presenting some twelve or fourteen singers, and giving the national songs and dances of Ireland, Scotland, Germany, Italy, and plantation melodies of our own country. These were fully described in an article in the December number of the *Twentieth Century Magazine*.

## WHAT THE PUBLIC WANTS

Twenty minute selections from the grand operas have been given by an excellent quartette; and the audience has responded with genuine appreciation to a less popular form of music in their reception of the beautiful Floriana music which is a setting to Oliver Herford's "Overheard in a Garden," and to the "Peter Pan Song Cycle" later published.

Where music is used, violin numbers seem to be of special appeal. A popular song, now and then, if it is a good one, and rag-time, even, have been used, but no one kind to the exclusion of all others.

**The One-act Play** For two years past the one-act play has had its regular place upon our program of two hours and a quarter. By the one-act play we do not mean the "sketch" but the legitimate one-act drama or comedy. The quality of these plays, both in the manuscript and the acting, has improved greatly since our early attempts, and our material which in the beginning had to be sought, is now willingly offered us by playwrights of recognized standing. To the playwright of less, or no reputation, the opportunity of seeing his work produced must be of inestimable value and encouragement. We have but lately produced several plays of the young students at Harvard. This season has also seen produced Percy MacKaye's "Gettysburgh," Seumas MacManus's "Lad from Largymore" and Villard Smith's "Cynic's Romance."

With this variety of picture, lecture, music and drama, a program is evolved which cannot fail to appeal through some of its numbers to any patron, and as indicated above, the habit of courteous attention toward a number which is not so appealing to any special individual may develop in that individual an unknown capacity of enjoyment.

Most of those who contribute to the program have been associated with the theatre for two or three years, some, since its beginning—thus answering the argument that the public wants change. It is perfectly true that the public does want variety, but it has seemed to us that a variety of material did not always necessitate a change of artist. In that way we have been able to discourage young artists from developing what is known as a "specialty," for while there must always be a special fitness for one kind of expression in contrast to all others, still, a true artist must be able to present many phases.



## WHAT THE PUBLIC WANTS

One talented young woman came to me with three songs which she sang extremely well, and upon our decision to have her remain longer than a week, the suggestion of a change for the second week was made to which she replied, "Oh, I can't change. This is my act. I haven't any other dresses. This dress goes with these songs." It was learned that she had been singing her present songs just one year, using exactly the same material. She confessed that she often longed to try other things, but that her act, just as it was, was what the managers wanted, and that as she was paid well, she could never seem to escape into any other expression. She agreed that it was fatal to any creative faculty she might possess. She belonged to the great System, and could see no other way. There was a truly talented girl who might have developed into an artist except that the System would not permit.

### **The Ideal Amusement Center**

The three conditions which must exist to make possible the things which are possible, are first, the individual or individuals of means, who are willing to place the foundation rock of capital, and are willing not to demand immediate returns; for while, in our case, the returns have always existed, there may be localities and conditions in a city where the transition period must be longer. Doubting or faint hearts could never win, but their failure would not indicate the impossibility of any success.

The ideal popular amusement center of the future must be housed in a building adequate to its needs, beautiful in its form, practical in its equipment, without costly ornamentation, but with simple and effective color and line; a building, with four sides, with light and air, with exits on all four sides, with a "stage entrance" as dignified as the entrance it shows its public, with conditions so maintained, that the self respect of all its employes, from the highest to the lowest, is secure. The ideal theatre must have its library for the use of its artists, its reception room where they may have frank and open association, its dressing rooms healthful and safe, and last and totally ignored, but more important, perhaps, than any, its equipment where food may be procured. Empty stomachs may often exist, unless a far sighted management has provided pure food within easy access.

Less time spent in fighting over who shall have the existing artist, and the same energy expended in caring for and developing the unknown, might have a beneficial effect on all concerned.

## NEW GAMES FOR THE PEOPLE

It is not necessary to predict or to herald the establishment of the ideal amusement center, thus affrighting the public, for none of us like to be "elevated," or "educated." To succeed—establish the ideal picture theatre, make fixed its modest price of admission and your public will want it.

### NEW GAMES FOR THE PEOPLE\*

HENRY S. CURTIS, PH.D.

Lecturer on Recreation Topics, Olivet, Michigan

The thinking world to-day is agreed that it is better to play yourself than it is to watch other people play. When we make of a game a spectacle, it becomes a kind of out-of-doors theatrical. It is amusement for the spectators and work for the participants and is not properly play for either. It may be a very pleasant sort of work, just as any dramatic performance may be. It may be well worth while for both the spectators and participants in the same way. But play is an activity that is carried on for its own sake, for the joy of playing, and a game that is fought out for the glory of the school or the fame or popularity of the player is no less "professional" because it is paid for in higher values than money. It is all right to go to the theatre, and professional baseball, whether in the American League or the American college, serves a real purpose; but it must be evident that it has not the power to renew and recreate the body, mind, and emotions that active play has. We as a people do not play enough. We loaf too much, and work too much, but of real play of the energy-producing kind there is a dearth. We get dyspeptic and anemic and nervous from lack of exercise and despondent from brooding over things that we ought to throw off in recurring periods of joyous play. When we have a holiday many of us find our way to the saloon or some worse place, because we do not know what to do with our leisure.

It is scarcely possible that baseball or football should satisfy this need. Girls or women do not play either of them. Both are practically confined to boys and men between the ages of twelve and twenty-five. In this limited period of thirteen years not more than 2 or 3 per cent are playing football on regular teams, and probably not more than 20 per cent could safely play the American game. I doubt if more than 10 per cent of the boys and men of

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## NEW GAMES FOR THE PEOPLE

even this favored age are playing baseball regularly. The lack of sufficiently large grounds within the city makes baseball almost impossible for the average city dweller, and the lack of players makes it almost equally difficult for the denizen of the country. After one settles down to his life work in business, or shop, or office, or farm, he does not get enough general exercise as a rule, and his muscles stiffen along the grooves of his accustomed tasks. Baseball is too violent a break with indolent or specialized habits after twenty-five or thirty. In England a gentleman plays cricket until he is sixty, but cricket is too slow for the American temperament. It takes too long to play a game.

Some one may be inclined to press the claims of tennis or golf. Both of these games are played by girls as well as boys and also by men and women after their school days are over. But tennis and golf are not games of the masses. They are essentially aristocratic games belonging primarily to the country club and the wealthy city club. It is impossible to get space enough for these games within the city, and the expense required for the equipment and the privileges involved and the time required for the play put them quite beyond the means of the average man or woman. Probably less than 1 per cent of our people are playing either tennis or golf. If we mean by a national game a game that a people plays, the idea that any of the games mentioned are national games of the United States is a delusion. We have no national games in this sense.

**Increasing Leisure** It will be far more important for the coming generation to have an enthusiasm for some form of sport than it was for the past generation, because leisure is becoming a larger part of life. We have a dawning consciousness that our inspirations and maximal experiences come mostly in those times when the spirit is free to follow its own guidance, that wisdom or money cannot compensate a persistence in toil that gives not time to live. When it comes to a twelve-hour day in the steel mills or ten hours of monotonous work in a factory, such a life is not worth living.

Every year sees one or two States reduce the hours of labor for men and restrict and reduce the hours of work for women and children. The number of new hours that are thus given to leisure each year make an enormous total. It is becoming the habit of our people to take vacations from their own business or to demand



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them from their employers. Witness the tremendous growth of summer resorts throughout the country. According to Josiah Strong our national wealth is now doubling every fourteen years, and the rate is accelerating with each decade, owing to the great increase in machinery, power, and labor-saving devices. That we have a new conscience for a more equitable distribution of this wealth is shown by a hundred and one movements having in view industrial insurance, safety appliances, the "minimum wage," "standards of living." Of this same feeling the rapid increase of the Socialist party all over the world is another expression.

Just now we seem to be standing on the verge of what may well be a new era in regard to leisure. The efficiency movement is upon us. Through the economizing of motions in the things done and efficient administration at the top, it promises that the work that the world has taken ten hours to do may now be done in five. A second factor no less important is the enormous development of water power that is now going on throughout the country. This will mean inevitably that much that has previously been done by human hands will now be done by machines, that the output and wealth will be greatly increased, and that many new opportunities for leisure will result. Ten years from now the work this country is now doing in ten hours may well be done in four or five. Leisure that comes upon a man or a people that are unprepared to use it always means dissipation. We must begin to prepare for this coming leisure. We need games that the people will play.

### **Volley Ball—**

#### **"Made in Germany"**

The games to which I have referred in the title of this article are volley ball and indoor baseball. They are scarcely national games at present, perhaps, but they are coming in very rapidly, and they possess the characteristic which such games require. Volley ball is a game that we have imported from Germany. It is played with a ball a little smaller and about half as heavy as a basket ball, over a rope or a net seven feet and a half high. The court is twenty-five by fifty feet in size. The server stands with one foot on the back line and bats the ball over the net with the palm of his hand. If it strikes the ground on the other side, it scores one. If it is returned and strikes the ground on the server's side he is out. Twenty-one points are a game. There may be any number of players on a side.

This game has great advantage over any other game that we have previously had. In the first place, it is a thoroughly good team

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game. In Washington, where we introduced basket ball and volley ball into the playgrounds at the same time, we found that we could get four or five teams in volley ball as easily as we could get one team in basket ball. The skill of the game consists in passing the ball from player to player on your side until you can knock it into an open space on the other side. Sometimes the ball will be passed back and forth over the net twenty times without its ever once touching the floor or ground,—something which rarely happens in tennis, which is a similar game without the team combinations.

The net is seven feet and a half high, and the ball is often twenty feet in the air. It is the best corrective we have for the round and stooped shoulders and the flat chest, so often engendered in the schoolroom and the office. One has to keep his head up and shoulders back in order to play the game. It would be hard to devise in the gymnasium any better series of movements to straighten out the shoulders and stretch out the chest than the natural movements in playing the game. I believe also there is a certain exhilaration that comes from the mere fact that the head is held high and the glance is directed upward.

### **May Be Played Indoors or Out**

Another great advantage that volley ball has is that it is equally well adapted for play out-of-doors or in a gymnasium. It is usually played out-of-doors during the warmer parts of the year and in the gymnasium in winter, but it is a type of game that may well be played out-of-doors all the year round.

The game is peculiarly adapted to the city because it is more economical of space than any other team game. The court is only half the area of the basket-ball court, and on this space twice as many players may have a good game, so that it requires only one-fourth as much space for each player. The ball is soft and light; it does not break windows or hurt passers-by. It can be played in the back yard, on a vacant lot, or in almost any kind of school yard.

Volley ball is a very inexpensive game. A rope or a net, a couple of slender posts, and a ball, costing altogether six or seven dollars, are all that are required. This is considerably less than half of the expense for basket ball.

### **A Good Game for Young and Old Alike**

Perhaps the greatest advantage of volley ball is its age range. Children will not play basket ball much before they are thirteen, and they

## NEW GAMES FOR THE PEOPLE

will discontinue the game in the early twenties. On the other hand, they will begin to play volley ball at nine or ten and may continue to play until they are seventy. In the winter of 1910, I gave a playground course in Dr. Sargent's gymnasium in Cambridge. There were four clubs of Harvard professors who came over to the gymnasium twice a week to play a modified game of volley ball. The youngest man on any of the teams looked to be fifty, and several of the men must have been nearly or quite seventy. Almost the only game outside of tennis that is being played by college faculties is volley ball. Practically the only games that the business men are playing in the Y. M. C. A. gymnasiums about the country are volley ball and indoor baseball.

Volley ball can be graduated to the strength by lowering the net or putting in more players. It can be made more strenuous by raising the net, increasing the size of the court, or reducing the number of players. Basket ball, the only other team game that we have been playing until recently that could be played in a small space, is a violent game having long periods of very intense activity with practically no relief. It is a greater strain upon the heart and lungs than even football. There are many boys and girls who ought not to play basket ball, while volley ball is safe for nearly every one.

Basket ball has an element of personal encounter in it and fouls are hard to detect. Disputes and quarrels grow out of basket ball games very easily. In volley ball, the players stay on their own side; there is no personal encounter, or "rough house," to guard against.

### **As a Rural School Game**

Volley ball is well adapted to the country and is often the only team game that can be played at the country school. In a one-room rural school there will not often be ten girls or ten boys old enough to play basket ball, and there almost certainly will not be eighteen boys old enough to play baseball. In volley ball the girls may play against or with the boys, so as to make up the number, or a very good game may be had with only two or three players on a side. It may be said that it is not best for the girls and boys to play together. Certainly the practice in the city schools and in the public playgrounds is to give the girls a play space that is separate from that of the boys. It is not a good thing for girls and boys to loaf about together, but there are no moral dangers that result from vigorous



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play together. There are few things that will do more to establish a healthy relationship between the sexes than such games as this, in which they may be almost equally successful.

### **"Indoor Baseball"—**

#### **A Misnomer**

Indoor baseball was invented on the Hull House playground in 1894. Indoor baseball is a very bad name, as the game is played outdoors more than it is indoors. It is sometimes called playground baseball, but this is no better name than the other. The game is like regular baseball except that it is played with a large, soft ball from twelve to seventeen inches in circumference on a diamond thirty-five feet on a side, instead of ninety as in regular baseball. The ball must be pitched "under-handed," and there is no stealing of bases.

The advantages of indoor baseball are similar to those of volley ball. The game requires very little space. It can be played indoors in winter, and outdoors the rest of the year. The ball is soft and does not break windows or injure passers-by. It can be played by girls as well as boys, and they will both continue to play it long after it has become unpleasant to throw a ball across the large diamond, to run so far, or to catch the hard ball. This has not been altogether realized by the American public at present, but we have in indoor baseball, in fact, an excellent game for people from thirty to sixty years of age, who have a love for the old game, but have begun to find it too strenuous.

Both indoor baseball and volley ball are peculiarly adapted for school use. There is a great new interest in physical training throughout the country. Schools of physical training are developing rapidly and every year one or two new schools are starting up, but they are not altogether able to train workers fast enough to supply the demand that is coming in from the playgrounds, the settlements, the Y. M. C. A.'s, and the schools. Many of the physical trainers go out to school systems where there are no gymnasiums, and the chief result in not a few places has been a few minutes in the class-room each day given to listless calisthenics which have not furnished to the children exercise, recreation, or fresh air.

#### **Practical Physical Training**

Volley ball and indoor baseball show the way to a system of practical physical and health training in a system without gymnasiums or athletic fields. I suppose that the number of teams in these games

## NEW GAMES FOR THE PEOPLE

is doubling every year; but educators are only dimly beginning to realize their significance. There are, however, many school systems in which they are being systematically introduced. I found there were from three to five teams in indoor baseball among the girls in every school in Houston, Texas, and in Kalamazoo, Michigan, there are from five to eighteen teams in volley ball in each school. I happen to know about these cities, but there are others where much the same thing has been done.

In Germany three hours a week of physical training are required throughout the common schools, and a large part of the schools have two hours a week of required play, and organized recesses besides. Three hours a week of required exercise is certainly not too much for growing boys and girls. During a considerable portion of the year, this exercise may well come from the games of volley ball and indoor baseball. If there are in a school five classes above the fourth grade, and each class has three periods a week, this would mean fifteen periods altogether, and three game periods each day. This could be easily managed in most school yards. Suppose a class contains forty pupils and approximately half of them are girls. The class is divided into four teams, two teams of girls and two teams of boys; or the girls and boys may play together on the same team, as is thought best. Almost any school yard will furnish room for two volley-ball or indoor baseball grounds. Of course the play will come out of the regular school time, the same as any other period of physical training. If the children tend to be noisy and disturb the school, the knowledge that noisy play will lose them the privilege will be a sufficient check.

This would seem like a revolutionary move to many school authorities, but it is not really so. We have been giving two or three periods a week to gymnastics in our school systems very generally whenever we have had facilities for gymnastics, and here is something that at the same time is better exercise than gymnastics, is good fun, and is carried on in the open air. Football and cricket have been compulsory in the English preparatory and public schools for a long time. About sixty different games have been introduced into the curriculum of the German schools. In the public schools of Gary, Ind., there is an hour and a half of organized play every day of the week in each of the elementary grades.

On the one hand, these games are offering to the schools excellent physical exercise that is adapted to conditions and that

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will cost very little,—almost nothing as compared with the cost of building gymnasiums. On the other hand, they are offering a preparation for the future that is quite as real as that of the common-school subjects. Recreation is a part of life, and an increasing part of it. It is no less necessary for the school to prepare for the right use of leisure than for the work to come. The school must see that increasing leisure does not mean increasing dissipation.

### READING IN RURAL COMMUNITIES \*

#### **Dearth of Books**

Miss Mary E. Downey, Library Organizer of Ohio, spoke on the topic, "Reading in Rural Communities." Miss Downey talked of the dearth of good reading matter in many homes, where the library consists of a few books bought from subscription agents, and of the impossibility that one house should ever provide all the books, newspapers and magazines that the family ought to have. Recently a high school girl in a town of over 5000 without a public library asserted that she had never in her life read a single book outside of those required in school.

#### **Reading Courses**

Of course the Chautauqua Reading Course and other courses of the same kind have done much. Many people owe fixed reading habits to following such courses through several years. It means the simple reading of four books and a magazine a year but the secret of the matter is that one cannot read just these for they are so full of suggestion that by the end of the year the reader finds from twenty-five to one hundred books to his credit.

Many schools even in the open country already have a few books called a "library," but the position of librarian usually falls to someone whose other duties make so heavy a demand that neither time nor interest is left to classify, catalogue and keep accurate account of the books. The library in a school of any size should have a librarian in salary and honor equal with the other members of the teaching force. In smaller towns it is better to turn the school library into a public library. In

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\* Abstract of address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 7, 1912



## A MEMORIAL RECREATION BUILDING

this way the school as well as the community at large is assured of a growing library properly cared for.

### A Township Library

Of the various provisions for establishing public libraries, the township unit seems to be the best for library extension in rural communities, while the township center is the logical place for the location of the building. This being the commercial, industrial, educational, religious and political center for the farmer, some member of his family is sure to come to town at least once a week, making it possible to obtain or exchange books at the library. Aside from the town the district schools and churches are his social as well as educational and religious centers. Smaller collections of books may be sent out from the main library for distribution at these places. The State Traveling Library books may be used to supplement the books belonging to the township library.

No agency has been more active in helping rural communities to books than the State Traveling Library. These libraries go to schools, clubs, granges, churches and other organizations, and have helped pave the way to the founding of many a local library.

## A MEMORIAL RECREATION BUILDING

General John P. Harbison, of Hartford, Connecticut, has offered the city a public playground and a recreation building. As is more and more becoming the custom, instead of making this gift to a private organization, Mr. Harbison made his offer to the city itself. Mr. Harbison asks the city to maintain the property and stipulates that if it is neglected for three consecutive years it shall revert either to himself or his heirs.

The building is to be known as the Harbison Memorial Hall. The ground is about two and one-half acres. The building will be 40 x 60 ft., fire proof, of concrete construction throughout. The exterior walls are to be of concrete blocks; the roof is to be flat with a skylight running nearly the entire length. At the entrance will be an attractive vestibule. The gymnasium, 34 x 43 ft., with a ceiling 12 ft., in the clear, will be in the basement. The main floor will have an assembly hall 34 x 46 ft. At the rear as you enter will

## *A MEMORIAL RECREATION BUILDING*

be a stage 12 ft. in depth. The room will be equipped with a double row of movable seats. On either side of the stage will be dressing-rooms.

The offer from General Harbison is of interest to all. General Harbison not only agrees to give the land and the building but promises to grade the land within two years on whatever plan the park board may deem is wisest, to equip it as a playground, and to completely furnish the building. It is estimated that the gift represents a value of between \$15,000 and \$20,000.

The only conditions which he made were the following:

1. The entire property shall be declared to be park property and placed under the control of the board of park commissioners.

2. The grounds and building shall always be devoted to the common benefit and enjoyment of all of the citizens of Hartford, with this one exception, that the board of park commissioners shall have the authority to grant the exclusive use of the building to any resident of the city approved by them for any one day or evening at a time for private entertainments, such as weddings, dances and other social entertainment and lectures, provided, however that whenever such exclusive use shall be granted a charge therefor shall be made sufficient to meet for the time the lighting, heating and janitor service of the building, and providing further that no intoxicating liquor shall be dispensed at any such entertainment.

3. After the building is completed and accepted by the board of park commissioners, it shall be maintained, lighted and heated by the city under a sufficient appropriation to be made therefor each year to the board of park commissioners by the court of common council or any successive governing body having authority in such matters.

4. If at any time after the acceptance of this gift by the city of Hartford, it shall cease for the period of three years to maintain, light, heat and properly care for said building and grounds, this gift shall lapse and said land and buildings shall revert to the donor, his heirs, devisees and assigns.

5. The playground shall be called the "John P. Harbison Playground" and the recreation building shall bear the name "Harbison Memorial Hall."

# THE CELEBRATION OF COLUMBUS DAY IN BOSTON

FRANCIS R. NORTH

Field Secretary of the Playground and Recreation Association of America,  
Boston, Massachusetts

## **An American Celebration**

One of the Italian divisions of the Boston Columbus Day parade displayed a banner with this inscription, "America Our Adopted Country." This sounded the most fundamental note of the great celebration on October 12, 1912. The outpouring of patriotic sentiment by the representatives of the many nations in Boston's cosmopolitan population was intensely American. At the same time it was intensely national; it preserved with endearing regard the best traditions of the lands of nativity. There were 25,000 marchers besides the forty floats, which lent a picturesque variety to this pageant-parade. On the one hand were the uniforms and pennants of the American military and citizen organizations, and thousands of American flags borne throughout; on the other hand, "the costumes of foreign countries in past and present days gave added color" in rich variety. There was more music than that of the fifty military bands. Their martial strains were interspersed with the piping of Scottish Highlanders, the harmonious singing of the German societies, and the inharmonious din of Chinese bands.

## **Chinese Splendor**

Probably the most beautiful section was furnished by the Chinese residents of the city. Aflame with color they gave a rich and graphic representation of new and old China and the costumes of the several Chinese provinces. Warriors of the old regime marched behind warriors of the new Chinese Republic. Other paraders, men and women, mounted and afoot, wore multicolored silken robes and strange headdresses. And most beautiful of all were the floats, veritable gardens, whence peeped and waved smiling Chinese women and children. The weird band concluded this display.

Twenty-five hundred Italians paraded under the banners of many distinct societies. One of their floats showed "Columbus Discovering America," and another represented "The Marconi Wireless in Operation." Among the numerous banners one from the north of Italy grandly announced, "Columbus Our Fellow Citizen."



## THE CELEBRATION OF COLUMBUS DAY IN BOSTON

### **National Societies**

More numerous than either of these national divisions was the parade of the Irish societies, and as significant in many respects were the marching columns and novel features furnished by the English, Scotch, German, and Lithuanian residents of Boston. In all, twenty nations were represented, including a company of American Indians. The largest division of the parade was that of the Knights of Columbus, more than four thousand strong. In nearly equal numbers marched other fraternal organizations, and bodies of men from the labor unions.

As a prelude, far in advance of the parade and alone, strode "Ye Towne Crier," clad in the Puritan costume of 1630. He clanged a loud bell and announced in sonorous tones:

"Heare Ye! Heare Ye! Goode People! Ye grande parade and pageant in honour of ye great discoverer, Christopher Columbus, approacheth! Give earnest attention thereto in decent and peaceable manner, and thereafter peaceably depart unto your homes! Ye twentieth century towne cryer followeth!

God save ye Commonwealth of Massachusetts!"

### **Historic and Civic**

This picturesque figure of long past days and his prayer for the Commonwealth epitomized two other marked characteristics of this celebration, its emphasis of historic features and its display of civic activities. The former was evidenced in the several excellent floats representing historic events in and about Boston, in the marching of the veterans and the sons of veterans, and the relief corps, reminders of the glory and the sacrifices in two great wars. The civic side of Boston was well represented, though not so completely as had been hoped. The fire department gave an effective, educative display of the causes and prevention of fires. The park department in its playground exhibit showed itself the dispenser of "health and recreation." Floats showed typical playground apparatus and boys and girls grouped with their directors. Barges marked "Healthy and Happy," were filled with smiling, singing children, each bearing the flag of a particular playground. The school department gave a unique advertisement of Boston's five new evening recreation centers, "To Be Opened on October 16th," and of the great variety of attractive clubs for young people and adults. Each division of the public works department was represented by a wagon.

## *THE CELEBRATION OF COLUMBUS DAY IN BOSTON*

There was nothing graphic in this display. Possibly it was more effective by contrast, as it showed what is in a sense distinctively commonplace in a city's activities. One thousand postmen, a fine body of men, marched for Uncle Sam in honor of the great discoverer.

Incidentally, the modern newsboys' division, crying out their wares, immediately after and in marked contrast to the antiquated news methods of "Ye Towne Crier," was a popular feature. Later in the parade appeared the new band of the Boston Newsboys' Club. It was a good band, and the "newsies" marched as if they realized it.

Conspicuous in the parade was the equal suffrage float, representing Columbus at the Spanish Court. It was marked "Isabella Had Equal Rights With Ferdinand in the Government of Spain." The inference was obvious, and the applause of the crowd was generous as the wagon, filled with women passed on, its rear placarded with a big "Votes for Women" sign.

The parade was not the only public feature in this holiday observance. On the afternoon before, twenty-four hundred school children in Tremont Temple took part in a patriotic meeting and saw 150 graphic moving pictures on "Columbus the Dreamer." This program was repeated in the evening before an audience at Franklin Union Hall. In the evening at Franklin Field, the city gave an elaborate display of fireworks. In addition to the publicly conducted observances, the new enthusiasm instilled into the celebration of this holiday doubtless inspired the numerous separate programs conducted in schools and by private organizations.

### **An Important Municipal Function**

This best of Boston's Columbus Day observances was due to the joint efforts of the director of public celebrations and the Citizens' Public Celebration Association. Public sentiment in Boston is agreed that this year's Independence Day and Columbus Day have been the "best ever." The mayor and the municipal government have been keenly alive to the importance of the new ideas in civic celebrations and have been prompt to make the most of them. Early in 1912 the aforementioned office and Association for the control of celebrations were created and generous appropriations were made for their use. The celebrations already conducted constitute an excellent beginning of the fuller exercise of an important municipal function.

## RECREATION IN WORCESTER, MASSACHUSETTS

Each year has seen a marked development in the recreation work in Worcester, Mass. From the beginning there has been a remarkable popular support. If any person in Worcester doubted the value of play and playgrounds in providing health and joy, the spectacle of 4,500 children in dances and games near the close of the playground season must have dispelled the doubt.

Physical education for boys and girls, sewing, basketry and music have been offered to the Worcester children, as well as a juvenile library and the services of district nurses. The development of music is especially interesting, for Worcester has a children's orchestra of forty-five pieces which played in sections for the dances and songs at various grounds during the summer, and as a fitting finale played, forty-five strong, for the closing festival.

Worcester is one of the cities which earlier recognized the necessity of having a recreation secretary employed throughout the year if there was to be continuous, steady development of the recreation work.

The pictures of the Worcester festival which appeared in a recent issue of *THE PLAYGROUND* have attracted considerable attention.

## NEWS ITEMS

The Fourth International Congress on School Hygiene will be held in Buffalo, New York, August 25-30, 1913.

The Chicago School of Civics and Philanthropy will conduct a Summer School June 18th to July 21st, in which two courses, one on Methods of Social Advance and one on Relief and Family Rehabilitation, will be given.

Information may be secured by writing to the School, 116 So. Michigan Avenue, Chicago, Illinois.

"Replanning Small Cities," by John Nolen, is published by B. W. Huebsch instead of Baker and Taylor, as announced in the April *PLAYGROUND*.

Any reader of the *PLAYGROUND* who has had experience with outdoor floors for roller skating,—floors which will stand rain and freezing,—will help a city which is now arranging for such a floor by sending the information to the Playground and Recreation Association of America.

Reading, Pa., has a concrete floor, and in Kalamazoo, Mich., a portion of an asphalted street has been set aside for roller skating.



## AVAILABLE RECREATION WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in recreation work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

*\* Indicates that the applicant desires a position as supervisor.*

*† Indicates that the applicant desires a position for the entire year.*

*‡ Indicates that the applicant will consider a position either for the summer or the entire year.*

**\*‡ Achsan, Maurice, 125 Manhattan Avenue, Brooklyn, New York**

Training: Graduate high school and Normal School of Physical Education

Experience: Director physical training, one year. Playground director, two seasons

References: H. Sperling, E. D. High School, Brooklyn, N. Y.  
Montague Gammon, Richmond Hill, L. I.

**‡ Anderson, Florence, Lakeland, Florida**

Training: Florida Agricultural College, two years. College summer courses, two summers

Experience: First grade teacher and assistant in playground games, seven years

References: William N. Sheats, State Superintendent, Tallahassee, Florida.  
Dr. Grover, Lakeland, Florida

**‡ Anundsen, Martha L., 3096 West Grand Boulevard, Detroit, Michigan**

Training: Graduate high school and Thomas Normal, Physical Training Department, Detroit

Experience: Social centre, folk dancing, six months. Gymnastics, games, basketball, six months

References: Miss Jennie Louise Thomas, Thomas Normal Training School, Detroit, Michigan  
Miss Lillian Williams, Thomas Normal Training School, Detroit, Michigan  
Miss Lotta Broadridge, 318 Vinewood Street, Detroit, Michigan

**‡ Barrett, Clara E., 3096 West Grand Boulevard, Detroit, Michigan**

Training: Graduate Physical Training Department, Thomas Normal School, Detroit

Experience: Settlement work, Detroit, scholastic year; also grade experience

References: Miss Jennie Louise Thomas, Thomas Normal, Detroit, Michigan  
Miss Lillian Williams, Thomas Normal, Detroit, Michigan

**‡ Bingham, Amy Proctor, 11 Halsey Street, Brooklyn, New York**

Training: High school, three and one-half years. Private schools, four years. Music, five seasons

Experience: Director musical club. Conducted operettas and chorus work. Story-telling, social work

References: Miss J. H. Hixon, A. I. C. P., 104 Livingston Street, Brooklyn, New York  
Miss Katherine Lord, Greenwich Settlement, New York City

**\* Bintz, Jacob, Y. M. C. A., Des Moines, Iowa**

Training: Graduate high school and Springfield Y. M. C. A. College

Experience: Assistant physical director, two years. Playground director, two summers. Boys' club work

References: A. E. Metzdorf, Springfield, Massachusetts.  
J. N. Richards, Y. M. C. A., Middletown, Conn

**\*‡ Borror, W. Dale, 1117 Monroe Street, Fort Wayne, Indiana**

Training: Graduate high school. Ohio University, two years. Playground course

Experience: Playground director, one season. Worker recreation center, one winter. Supervisor playground system, Fort Wayne, one season

References: Mrs. Sam R. Taylor, Playground Association, Fort Wayne, Ind.  
R. S. Wambold, City Hall, Columbus, Ohio

## AVAILABLE RECREATION WORKERS

### **Brett, Amy, 500 East 163d Street, New York**

Training: Kindergarten and sewing courses  
 Experience: Kindergarten, five years. Settlement work  
 References: Mrs. S. F. Hallock, 35 East 63th Street, New York  
 Mrs. F. C. Bursch, Riverside, Connecticut

### **‡ Bussell, Nellie E., 711 Hawthorne Street, Grand Rapids, Michigan**

Training: Graduate high school. Now senior, University of Wisconsin  
 Athletics; folk and aesthetic dancing  
 Experience:  
 References: Miss M. H. Doubler, University of Wisconsin, Madison, Wis.  
 Professor T. K. Urdahl, Madison, Wisconsin

### **Chamberlain, Emily Hazard, 127 Mulberry Street, Springfield, Mass**

Training: Graduate high school. Smith College, 1913  
 Experience: Work with foreigners, People's Institute, two winters  
 References: Dr. John MacDuffie, 182 Central Street, Springfield, Mass.  
 Miss May Sutherland Kirsack, 150 Elm Street, Northampton, Massachusetts

### **\* Dawkins, S. M., 416 W. 118th Street, New York City**

Training: Graduate college. Special courses, Columbia University, five years  
 Experience: Director boys' work, Speyer School, three years; Union Settlement, one year. Playground director, New York City, two summers  
 References: Howard Bradstreet, 265 Henry Street, New York City  
 Dr. E. Stagg Whitin, Columbia University, New York City

### **Decormier, Robert Romeo, Westbrook, Maine**

Training: Graduate high school. Colby College, one year. Sloyd Training School, one year  
 Experience: Teacher carpentry, two years  
 References: C. E. Bachelder, Somerville, Massachusetts  
 Gustaf Larsson, 7 Harcourt Street, Boston, Massachusetts  
 Charles F. Johnson, Westbrook, Massachusetts

### **‡ Dunn, Mary L., 3096 West Grand Boulevard, Detroit, Michigan**

Training: Graduate high school and Thomas Normal. Attended University of Wisconsin  
 Experience: Missions and settlements  
 References: Miss Jennie Louise Thomas, Detroit, Michigan  
 Samuel H. Myers, Detroit, Michigan

### **Eichenlaub, Elmer, 1611 Troost Avenue, Kansas City, Missouri**

Training: Graduate high school. Playground course  
 Experience: Physical director, gymnasium  
 References: Dr. E. M. Hall, Kansas City, Missouri  
 Mr. Rath, Normal College, North America Gymnastic Union, Indianapolis, Indiana

### **\*‡ Fisher, Francis, 630 Eisenbrown Street, Reading, Pennsylvania**

Training: Graduate high school and Y. M. C. A. Training School  
 Experience: Boys' club work, five years. Playground work, five summers  
 References: William McCormick, Herald, Reading, Pennsylvania  
 Thomas Chew, Boys' Club, Fall River, Massachusetts

### **† Galbraith, Carolyn Helen, 9 Gunn Square, Springfield, Massachusetts**

Training: High school courses, playground work and folk dancing  
 Experience: Playground director, three years  
 References: A. E. Metzdorf, Springfield, Massachusetts  
 Charles E. Ladd, Springfield, Massachusetts

### **George, Helen Carr, 83 Duer Street, Plainfield, N. J.**

Training: Graduate high school. Classes gymnastics, folk dancing and games, four years  
 Experience: Director girls' work, Scotch Plains Parish House. Teacher of music  
 References: Miss Margaret E. Mosher, 2178 East 40th Street, Cleveland, O.  
 Miss Elizabeth Wetherell, Y. W. C. A., Plainfield, N. J.

## AVAILABLE RECREATION WORKERS

### **\* Ghering, Emma, 420 West 121st Street, New York City**

Training: Graduate Minnesota Normal; Teachers College  
Experience: Kindergartner. Playground supervisor  
Reference: Recorder, Teachers College, New York City  
Desires position as story-teller

### **\*† Honhart, F. L., University of Louisville, Medical Dept., Louisville, Ky.**

Training: Graduate high school and Y. M. C. A. College. Pennsylvania State College, one year  
Experience: Director athletics, four years. Playground supervisor, two summers. Camp and club work, four summers  
References: Dr. J. H. McCurdy, Springfield, Massachusetts  
Maurice Ross, Director Playground, Westbrook, Maine

### **Huthur, W. F., 915 Marion Street, Canton, Ohio**

Training: Institute and Training School, Chicago, two years  
Experience: Physical director, three years. Playground work, three seasons.  
References: Mrs. Krause, 224 West 4th Street, Canton, Ohio  
Mrs. Wilson, Association House, West North Avenue, Chicago

### **\*† Hutton, Helen Graham F., Bellingham, Massachusetts**

Training: Boston School for Social Workers, regular course, one year; recreation course, one year. Domestic Science, Simmons College, one year. Music, four years  
Experience: Associated Charity work, one year. Club work. Play director.  
References: Rev. G. F. Weld, Hingham, Massachusetts  
Miss Jane R. McCrady, Ellis Memorial Club, Boston, Mass.

### **\* Jensen, Erik Leonhard, Hartley Hall, Columbia University, New York**

Training: Columbia University, three years. Course Teachers College  
Experience: Assistant instructor physical education, Columbia, three years  
Settlement work. Playground director, three seasons  
References: Mr. F. Fette, Columbia University, New York City  
E. G. Putnam, Port Richmond, New York

### **† Kingsbury, Bessie Preston, Glastonbury, Connecticut**

Training: Graduate high school: Houston Summer Normal. Folk dancing  
Experience: Teacher, seven years. Directed basketball and baseball and games on school grounds  
References: F. R. Curtis, Glastonbury, Connecticut  
Superintendent L. H. Fuller, Rockville, Connecticut

### **Lang, William Archibald, 54 Cherry Street, New York City**

Training: Springfield College, three years. Special instruction, track athletics  
Experience: Business experience, seven years. Gymnasium instructor, one summer  
References: Bascom Johnson, 51 Chambers Street, New York City  
Rev. R. S. Gregory, 61 Henry Street, New York City

### **\*† Lashman, L. Edward, Port Norris, New Jersey**

Training: Graduate high school. Course Temple University. Gymnasium work  
Experience: School principal and superintendent, four years. Playground director, one summer. Scout Master  
References: Capt. Harrison Hollinger, Port Norris, New Jersey  
Jennie M. Weaver, Wilmington, Delaware

### **\*† Marcum, Ruby Leon, 86 St. Stephen Street, Boston, Massachusetts**

Training: Graduate Kentucky State University. Senior Posse Gymnasium  
Experience: Student gymnasium assistant, two years. Playground work, two summers. Mission teacher, four years  
References: Baroness Rose Posse, Posse Gymnasium, Boston, Massachusetts  
Miss Hannah Jochum, Militark Pike, Lexington, Kentucky

### **\*† Marks, Amasa A., Wilton, Connecticut**

Training: Academy, six years. Normal School Physical Education, two and one-half years  
Experience: Director physical training, two years. Club work  
References: Bascom Johnson, 51 Chambers Street, New York City  
M. I. Foss, Bedford Branch Y. M. C. A., Brooklyn, New York



## AVAILABLE RECREATION WORKERS

### **Moore, Herbert Earl, 402 Cherry Street, Paulding, Ohio**

Training: Graduate high school. Now student Michigan State Normal College. Playground course  
Experience: School principal, one year. Director camp, one summer  
References: Wilber P. Bowen, Ypsilanti, Michigan  
Frank J. Stinehomb, 220 Jackson Street, Paulding, Ohio

### **\*‡ Murray, Arthur, University School, Cleveland, Ohio**

Training: Graduate Yale University  
Experience: Superintendent boys' club, New Haven, Connecticut, three years  
Teacher University School, three years. Superintendent playgrounds, Auburn, New York, four seasons. Volunteer worker, Hiram House, two years  
References: Charles G. Adams, Auburn, New York  
Prof. Wm. B. Bailey, New Haven, Connecticut

### **\*† Newton, Marion B., 16 Harper Street, Rochester, New York**

Training: Graduate Boston Normal School of Gymnastics. Special work in dancing, Boston, Stockholm  
Experience: Supervisor Physical Education, seven years. Playground supervisor, three summers and two winters. Social center and settlement work, two years  
References: Isaac Adler, Commissioner of Education, Rochester, New York  
Prof. George M. Forbes, Rochester, New York

### **\* Ohlson, Henry C., Ohio State University, Columbus, Ohio**

Training: Graduate Y. M. C. A. Summer School  
Experience: Assistant and physical director, nine years. Senior Instructor, Ohio State University. Playground director, one summer. Instructor playground games and athletics, Columbia University, New York Summer School, 1911-1912. Head Life Guard, Boy Scouts  
References: Howard Bradstreet, Henry Street Settlement, New York City  
Prof. H. Shindle Wingert, Columbus, Ohio  
Prof. William H. McCastline, Columbia University, New York City

### **Penn, Madree, Howard University, Washington, D. C.**

Training: Junior, Howard University  
Experience: President Young Women's Athletic Association.  
References: Marie I. Hardwick, Howard University, Washington, D. C.  
Kelly Miller, Howard University, Washington, D. C.

### **\* Pilz, Arthur A., 28 Rockwell Avenue, New Britain, Connecticut**

Training: Public schools  
Experience: Physical director boys' clubs, three years. Playground supervisor, one summer  
References: J. H. Wilson, Y. M. C. A., New Britain, Connecticut  
N. Combella, Boys' Club, Waterbury, Connecticut

### **Rice, Martha Tappan, 9 Warren Avenue, West Newton, Massachusetts**

Training: Graduate high school and Sargent Normal School  
Experience: Settlement work, six months; playground work, six months  
References: Ernst Hermann, West Newton, Massachusetts  
Mrs. Hazel Boller, Stearns School, Newton, Massachusetts

### **Ryan, Margaret H., Chateaugay, New York**

Training: Graduate Normal School. Domestic Art, New York University  
Courses folk dances and games, two years  
Experience: Grade teacher, six years. Directed games and folk dancing  
References: Mrs. B. M. Caulfield, 41 St. Nicholas Terrace, New York City  
Miss Jessup, 500 Park Avenue, New York City

### **‡ Saunders, Gracia M., Lakeland, Florida**

Training: Graduate Kindergarten Department, Woman's State College  
Summer playground course  
Experience: Teacher and kindergarten director, six years  
References: Miss Mabel Wheeler, Tallahassee, Florida  
C. M. Jones, Lakeland, Florida

## AVAILABLE RECREATION WORKERS

### **Savage, Elizabeth F., 557 First Avenue, West Haven, Connecticut**

Training: Graduate high school. Normal School of Gymnastics, two years  
 Experience: Teacher raffia, papercutting, and sewing, one year. Private classes games and folk dancing  
 References: Dr. E. H. Arnold, 307 York Street, New Haven, Connecticut  
 J. C. Knowlton, New Haven, Connecticut

### **† Simpson, Pearl E., Ainey, Washington**

Training: Graduate high school. Lawrence School of Expression, Appleton, Wisconsin  
 Experience: Teacher of Expression and Physical Training, two years. Folk dancing, games, story-telling  
 References: Prof. J. S. Gurns, Appleton, Wisconsin  
 Mrs. Ruby E. Toothaker, Y. M. C. A., Spokane, Washington

### **\*† Skarstrom, Charlotte Gerrish, Exeter, New Hampshire**

Training: Graduate high school and Sargent Normal School Physical Training. Dancing with Professors Gilbert and Chalf, five years  
 Experience: Teacher Sargent School, Wisconsin State Normal, Horace Mann, six years  
 References: Samuel T. Dutton, Horace Mann School, New York City  
 Miss Elizabeth Burchenal, Girls' Athletic League, New York City

### **\* Weber, Charles L., 259 West 18th Street, New York City**

Training: Graduate high school. Colgate University, two years  
 Experience: Playground director, one summer. Camp work, four summers  
 References: A. Jameson, 23rd Street Y. M. C. A., New York City  
 Dr. Ellery Huntington, Hamilton, New York

### **† Welsh, Sylvia L., 1597 Woodward Avenue, Detroit, Michigan**

Training: Graduate Mount Pleasant Normal, and Thomas Normal, Detroit, Michigan  
 Experience: Settlement work, Detroit, one year  
 References: Miss Jennie Louise Thomas, Thomas Normal, Detroit, Michigan  
 Miss Lillian Williams, Thomas Normal, Detroit, Michigan

### **\*† Werner, Dr. J. H., 311 East Sixth Street, Muscatine, Iowa**

Training: Graduate Chicago University, and Rush Medical College. Special courses Chicago Y. M. C. A. Training School and Harvard Summer School  
 Experience: Director Physical Education, Allegheny and North Western Colleges, six years. Supervisor Physical Training, Muscatine public schools, three years. Settlement work, three years  
 Playground work, one summer  
 References: J. D. Fullam, Muscatine, Iowa  
 T. W. B. Everhart, Paris, Illinois

### **White, Rose E., Stone Settlement, Martinsburg, West Virginia**

Training: Graduate high school. Kindergarten training school, two years. Course industrial work  
 Experience: Kindergarten director and industrial teacher, three years  
 Playground director, settlement, one summer  
 References: Mrs. Guy Hetzel, Maple Hall, Martinsburg, West Virginia  
 H. C. Becker, 1807 West Lanvale St., Baltimore, Maryland

### **Wilkinson, Mary A., 321 Mill Street, Bristol, Pennsylvania**

Training: Graduate high school. Course Temple College  
 Experience: Teacher, twenty-two years. Directed games, folk dancing and gymnasium club work  
 References: Louise D. Baggs, Bristol, Pennsylvania  
 Harvey Rue, Bristol, Pennsylvania

### **Williams, Stewart S., Brokaw Hall, Appleton, Wisconsin**

Training: Graduate high school and Lawrence College. Physical culture course  
 Experience: Business experience, two years. Physical training, three years  
 References: Prof. C. J. Bushnell, 572 Oneida Street, Appleton, Wisconsin  
 Edward DeWitt, 496 South Street, Appleton, Wisconsin

### **\*† Worth, Henry W., 1866 Putnam Avenue, Brooklyn, New York**

Training: Public schools. Harvard Summer School  
 Experience: Director physical training and gymnastics, twenty-eight years  
 Playground director, three seasons  
 References: A. H. Lewis, High School of Commerce, New York City  
 L. D. Marriott, Manor School, Stamford, Connecticut



Butterfly Dance to the Music of the Victor—McMichael School, Philadelphia

## The Victor on the Playground

Do you use the VICTOR in your gymnasium and on your playground?

Folk-dancing has come to be a very important part of the work of the Playground, especially in the girls' branch, as well as of the regular school work in physical culture, social and recreation centers. The children and young people must have music to accompany the folk-dances, games, reels, jigs, marches, and a great variety of dances for recreation work, where it is next to impossible to find any other way of supplying the proper music.

Miss Jane Addams says: "Amusement is stronger than vice, and it alone can stifle the lust for it."

Folk-dancing is fast becoming a Nation-wide movement, in the effort to furnish healthful, free, perfect, educational recreation to the boys and girls of the country. Much of it must be taught in the classrooms in the winter, but it comes into perfect flower in the open air, where the children may enjoy their freedom, and yet be guided in the aesthetic study of the quaint and beautiful dances of other lands.

The Victor Talking Machine Company has made a splendid set of records of the best-known folk-dances, under the personal direction of Miss Elizabeth Burchenal, Inspector of Athletics, New York Public Schools. These are all by full Military Band, and give all the pauses, extra accents and peculiarities required in the dances, just as Miss Burchenal uses them, in even tempo, clear and strong. The VICTOR is perfect, portable and practical. For full particulars about the Victor and Victor records, see any Victor dealer in the world, or address

Educational Department

**Victor Talking Machine Company**

Camden, N. J.





A Book of Practical Value to Every American Community

# *The* SOCIAL CENTER

Edited by EDWARD J. WARD, Wisconsin State Adviser in Civic and Social  
Center Development Under Extension Division, University of Wisconsin;  
Director Playground and Public Recreation Association of America

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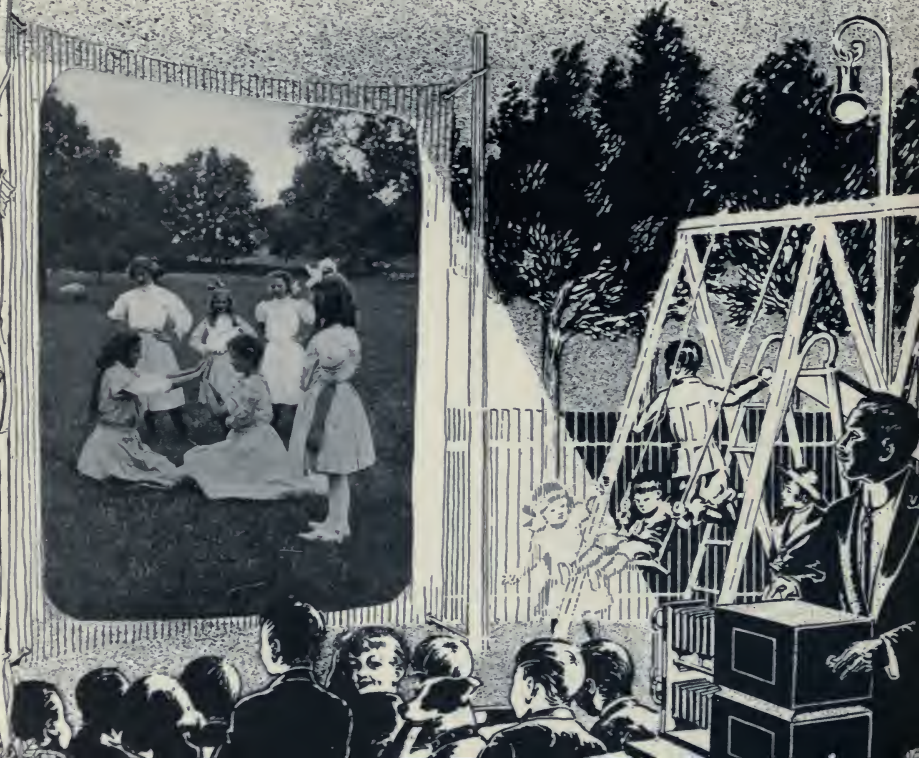
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## THE OPPORTUNITY OF THE DEPARTMENT FOR RECREATION IN BOSTON, MASS.

JOSEPH LEE

President of the Playground and Recreation Association of America,  
Boston, Mass.

The opportunity before the new department of recreation is an inspiring one. It has at its disposal some thirty-five playgrounds and some thirty baths, besides gymnasiums, parks and ponds, many miles of bridle path and driveway, an aquarium, a zoological garden and a civic orchestra.

And it holds all these opportunities for the use of a population of 700,000 people, some 200,000 of them between the ages of one and twenty-one, in every one of whom, of whatever age, there exists a primal and ineradicable instinct for play and recreation and the joy of life. It is a pretty good orchestra to play on and a pretty good audience to appreciate the performance.

**Reaching Everybody** The task and the opportunity that faces the new commission is to reach with the varied and extensive resources at its disposal the great population for whose use and advantage these resources have been provided. It will be their duty, and no doubt their endeavor, to provide play for both sexes and for every age, from banks for the babies to roll down and sand for them to dig in, to pleasant walks for the old folks, music for them to listen to, scenery for them to look at, and a chance to sit down and watch the children play. Besides the ordinary provision found in all well equipped parks and playgrounds, there should be boats to row, donkeys to ride, creatures to pet, children's gardens, many places to coast, and ponds to wade in or skate on according to the season. Most of these things, indeed, we have already, but they can be made more general and accessible to all. Perhaps with the aid of the municipal orchestra it will be possible to provide at least the occasion for civic choruses such as exist in Germany.

Special effort should be made to provide opportunities for the older girls, who are now the most seriously neglected part of our population, so far as play and recreation are concerned. Girls have played ball from the time of Nausicaa; indeed it must have been before that that Atalanta lost the 220 by following the ball too closely. Folk dancing is another great natural resource



## OPPORTUNITY FOR RECREATION

for girls, and even the dangerous subject of social dancing might finally be approached. Perhaps this last is more a problem for the school committee than for the new department, but at all events there should be platforms so that folk dancing, at least, can be carried on outdoors.

Perhaps the most successful form of play so far developed in our city, as well as the least expensive, is coasting. For this purpose there should be provided on every playground, in such manner as to interfere as little as may be with the skating, not a few narrow slides of the scoop variety but artificial hills of the simplest possible construction. Two inch spruce plank tilted at an exciting angle is all you need; and a total drop of some five feet would be enough to furnish perpetual amusement for the smaller children. The problem, here as elsewhere, is that of amusing not 20 or 30 on each coast, but a hundred times that number.

The evening use of playgrounds is another largely undeveloped resource. Boys will play football by electric light not only up to six o'clock but up to ten. Indeed you can see them playing under the lights on the common on your way home from the theatre on November nights. And lighting the playgrounds is well for other reasons.

### **Children Want Games**

Further development in the way of apparatus our playgrounds undoubtedly need. A sand box is cheaper than a human attendant, and may do at least the work of one. But apparatus should not be the main reliance. The thing that children chiefly want is games. Gymnastics are drugery. Games are real life to the child and to the grown-up. The best thing of all that the department can do is to plant a crop of the good available games, not only baseball but its variations, and also such games as hill dill and prisoners' base, and others of the more roly-poly sort that are especially adapted to the younger children. To plant a set of healthy games means the coming up of a crop of healthy children later on. And good games permeate. They soak like soft water through the interstices of the city and come up like grass between the cobble-stones. You can hardly kill baseball, and the same would be true of many other games once they were well planted.

## OPPORTUNITY FOR RECREATION

Another thing the department might well do is to follow the example of Hartford in setting up movable apparatus in empty lots with the permission of the owner. This sort of provision may seem to be not worth while because it must be merely temporary; but there is a fallacy in that idea. A city always has an edge somewhere, and that edge always contains empty lots. It is apt moreover to be next a residential section, where there are plenty of children to use the lots if only the crop of stones, bricks, birch trees and tin cans were a little thinned and if back-stops, swings and sand boxes were provided. A good recreational policy aims not at developing parks and playgrounds but at developing people—as Grant's objective was not Richmond but Lee's army. It will use streets and sidewalks and empty lots, chase the grouchy citizen to his lair and say "come out and play."

### **Success Depends Upon the Leaders**

Of course the success of the whole enterprise would depend on the sort of people put in charge. Probably the department will want to co-operate with the school committee so that the latter may still supply kindergartners and other teachers in the children's corners and send its men teachers out onto the larger playgrounds in the spring and fall. But it will want also to develop permanent men and women heads of playgrounds. Each larger playground, especially, should have at the head of it a man who will regard the place as his ship with which he is to sink or swim, with the resolve to make of it an institution, a life-giving power in the community, to use every inch of it during every hour of the entire year in which it can be used.

These men should be chosen not exclusively nor mainly for proficiency in baseball. The qualities they need are those of the social worker,—character, devotion, and the capacity for sympathetic understanding of children and of folks in general. And their training should be in social or educational, especially in all-round playground, work.

And of course the most important thing of all will be to get the right head man. The opportunity is worthy of the best there is, both in natural qualities and in successful experience of the sort of work involved. We want a leader who can see our resources, obvious or latent, and show us how to make the most of them.

# HOW TO AID THE CAUSE OF PUBLIC RECREATION\*

HOWARD S. BRAUCHER

Secretary, Playground and Recreation Association of America,

New York City

Several leading citizens of Exville became interested in stories they were hearing of play centers in some of the larger cities. "If New York and Boston each spend more than a million dollars a year for recreation and consider it a wise investment, we ought to look into it," they said.

"What shall we do first?" was the question. Some advocated buying land for children's playgrounds. Others wanted to use the school houses and grounds as play centers. A few suggested that buildings be erected in the parks and the parks be made play centers. At last it was decided that a committee should learn just what activities were usually carried on in different communities in the play centers so that they could decide wisely what to do.

## Activities Carried on by Recreation Secretaries

It was found that many cities employ a special man or woman to give his entire time to recreation just as they have a superintendent of schools giving his time to education. The public spirited citizens of Exville were a little overpowered when they looked over the statement of work being done in various cities by recreation secretaries. Here it is:

Organization and executive management of outdoor playground system; selection and training of play leaders; selection, purchase, and installation of equipment; planning of buildings and alteration of buildings for recreation purposes.

Responsibility for evening recreation centers

Responsibility for children's gardens

Responsibility for conducting athletic badge tests for both boys and girls throughout the city

Arrangements for the celebration of holidays

Arrangements for pageants

Cooperation in the promotion of Boy Scout activities

Cooperation in the promotion of Camp Fire Girls activities

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## HOW TO AID THE CAUSE OF PUBLIC RECREATION

- Arrangements for summer camps
- Provision for band concerts and other municipal music
- Responsibility for encouraging wholesome home recreation, arranging that games be taught which can be played at home, providing places where parents and children take recreation together
- Studying recreation conditions in different sections of the city to attempt to meet any special conditions found
- Studying private recreation agencies to find recreation furnished, and number reached, to avoid duplication, and find possible ways of assisting by furnishing places for games and meetings
- Supervision of commercial recreation
- Promotion of play away from playgrounds
- Arrangements for ice skating in winter, if necessary through flooding of vacant lots
- Arranging coasting places, if necessary by having certain streets set aside and properly guarded
- Placing recreation workers in actual contact with homes of the neighborhood
- Promotion of school athletics, of school base ball, basket ball, volley ball leagues and of all recreation activities for school boys and girls outside of regular school hours
- Arrangements for tramping trips
- Interpreting to the public through addresses, through public press, the recreation work which is going on in the city
- Cooperation with other agencies such as the juvenile court, settlements, libraries, churches, and various social organizations

### **A Recreation Secretary Needed**

The Exville people realized they could not provide for all these recreation activities at once. They knew that some of the work done in other communities by a special recreation secretary in their city must at least for quite a time to come be done in a smaller way by some existing departments. They were, however, convinced of one thing—there is more recreation work in one community than one man can possibly do. "We must have the ablest possible trained person to start the work," they decided.

## HOW TO AID THE CAUSE OF PUBLIC RECREATION

Convinced in their own minds as to the first step—that it was not land or buildings but a man—they set out to convince others. They told their friends that in all the cities where rapid progress had been made in providing opportunities for wholesome play for all their citizens old and young—a recreation secretary was employed throughout the year to give his entire time to the problem of municipal recreation; that even in a village like Bennington, Vermont, with a population of 6,211, such a secretary was employed; that in some farming districts a man is giving his time to making available for all the right kind of opportunities for coming together for good times and for social intercourse; that within a few years sixty-three cities had established six hundred and fifty-five full time positions.

As the men and women in Exville talked with their friends they pointed out that in numbers reached, homes influenced, importance of influence, the work of a recreation system headed by a recreation secretary is not less difficult than that of a school system headed by a school superintendent. At first some doubted the statement that every city big enough to have a school superintendent exclusively for its own schools has much more recreation work than a recreation secretary can care for but as the doubters thought over the problem, which was after all pretty new to them, and as they watched life about them, they became convinced and helped in the work of convincing others that it was a wise economy to begin by employing a trained man as recreation secretary.

### **The Campaign**

Though a large number of leaders were now in perfect agreement the city government hesitated. The committee of the city government desired more facts,—facts from other cities,—facts also regarding their own city. The public spirited volunteers who had carried the campaign thus far had seen something of conditions in other cities but they did not know just how to gather quickly such essential facts as would throw most light on local needs. So they wrote to an organization with its offices a thousand miles away—The Playground and Recreation Association of America, 1 Madison Avenue, New York,—and asked advice as to what they should do. The local group was so earnest that at the earliest possible moment—about six weeks later—a field secretary familiar with the facts about the recreation activities all over the United States

## HOW TO AID THE CAUSE OF PUBLIC RECREATION

and Canada arrived to help the local group by placing all his knowledge at their disposal. It was understood that he should remain until he had carried the campaign through.

### **A Visit from a Field Secretary**

He studied the local situation in the light of the experiments which had been tried in some hundreds of cities, interpreting the reasons for the various successes and failures, showing the results which have followed playground and recreation center work in other cities. Of most value, perhaps, was the study of local conditions bringing out clearly the definite concrete facts which all knew to exist but did not know quite how to secure. The district attorney and the judge of the juvenile court had been seen before but they had not made available to the Exville leaders the exact statements, the concrete personal stories of instance after instance where boys and girls had had serious difficulty because they had no opportunity to play. Besides the figures secured from the Associated Charities, stories were obtained of specific families where the need for financial aid might have been avoided had the breadwinners who worked hour after hour, day after day, year after year, in monotonous factory work, had a chance to play in their leisure hours. Life had ceased to be vital, their spirit had been taken away, efficiency had disappeared because there was no adequate provision for wholesome pleasure.

### **The Appropriation**

The field secretary helped the local group to bring together such facts, local and general, as would answer the questions which come to every committee of the city government. The local leaders presented the facts to the committee, the committee cross-questioned the field secretary, convinced themselves and voted the money for starting the recreation system on the right basis with a recreation secretary. There had been no question that the Exville city government would appropriate the money—public sentiment was so strong for play centers—the aim had been to prevent the work's being started in such a way as to do more harm than good. Perhaps it ought to be said that each member of the city government had found out that many of his strongest constituents were sufficiently interested in seeing a wise recreation plan to run in to see him, or to telephone, or to write to him. One member of the city government had his telephone dis-



## WHAT IS HAPPENING IN AMERICA

connected, so many of his constituents were interested. No doubt when you have a good cause it helps the members of the city government to hear from many minds—if there are good reasons to be given.

### **Securing a Recreation Secretary**

Of course after Exville had its appropriation for a recreation secretary several local men tried hard to secure the position. Two of these local men would have been desirable men if they could have had a year in some other city with an experienced worker. At the request of the Recreation Commission which Exville had now appointed the field secretary cooperated in securing information about some six trained workers who seemed available. One was finally chosen by the Recreation Commission. He is still working in Exville. The development of the work has been gradual. Much remains to be done. Exville has asked that the field secretary come back to advise them as to the progress being made and the field secretary is soon to go. However, Exville already has a fair recreation system. The leading citizens planned wisely because they had all the facts. They have a larger number of centers than they could have had without a trained recreation secretary to start the work. A larger number of men, women and children are living happier and more useful lives.

## WHAT IS HAPPENING IN AMERICA?\*

CHARLES FREDERICK WELLER

Associate Secretary, Playground and Recreation Association of America

### **Can We See?**

Can we discern the signs of the times? Are we sufficiently open-minded to see what changes are taking place in our own communities? Probably not. But, for five months, I have gone about the country with a prayerful eagerness to understand what is happening in America.

### **Minimum Wage Law**

In Topeka, Kansas, recently, I sat through a long session of the first Democratic legislature ever elected in that state. I saw the House of Repre-

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\* Address given at a meeting in the home of Mr. and Mrs. Arthur Jeffrey Parsons, Washington, D. C., March 13, 1913

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sentatives pass a measure fixing nine hours a day as the maximum labor for employed women. I heard them enact the first minimum wage law, I believe, that has been passed in this country. While the State Senate has still to define its attitude upon these measures, that does not lessen the significance of the spirit manifested by the popular house. At the climax of their debate I heard the chief opponent sneer, "It's mighty funny you fellows never thought of such a thing as a minimum wage until women got the vote in Kansas." The chief advocate answered, "That suggestion is one of the strongest possible arguments for woman's suffrage."

**"Mothers' Pensions"** In Wheeling, Pittsburgh, Chicago, St. Louis, Rockford, New York and everywhere else I have heard the new claim that public money should be used to help, to pension, needy mothers. In more than a third of the forty-two states whose legislatures meet this season mothers' pensions are an issue. Forcing its way to the front within a period of less than two years, it has appeared to be a case of "spontaneous combustion" in the social field. The movement has an obvious power and popularity not justified by the wisdom of the measures it proposes.

### **Democrats and Progressives**

No one, from Wall Street to the slums of San Francisco, needs to be told of the significance of the attitude and spirit manifested by President Wilson, his cabinet and a large element, at least, of his party. I encountered recently a hard-fisted Wall Street broker who "fears the worst" and a big manufacturer who would not renew his usual yearly contract for the steel needed in his works. I found southern Democrats who, at best, were disturbed, dubiously waiting to see what might develop.

I am told that the Progressive party is starting upon an unremitting, daily, country-wide, educational campaign whose purpose is to extend government functions—local, state, national—to include more and more of social service.

### **Reaping the Harvest of Social Doctrines**

You may call these movements "socialistic." But I have been surprised to learn that that word is no longer feared. You may say "business is endangered, panic threatened"; but I have seen legislators afraid to make a plea for the larger business interests among their constituents.

## WHAT IS HAPPENING IN AMERICA

Whether we like it or dislike it, we are standing on the thin, yielding crust which is lifting us steadily, mightily—as a great tidal wave, an irresistible ground swell sweeps forward.

Edward Rowland Sill's poem "The Reformer," reads:

"Before the monstrous wrong he sits him down,  
One man against the stone-walled city of sin."

It seems impregnable, that city, and the reformer seems alone, insignificant. But he stands because he must. He speaks inadequate words because they will not be silenced. He cannot himself imagine how his message can prevail. But suddenly the old earth grows impatient. It trembles, moves mightily and down in one mass of ruins fall the impregnable walls, while the insignificant reformer;

"Stands with strange thoughts beneath the friendly stars."

### **The Life or Death Issue**

But what has all this to do with the Playground and Recreation Movement?

Exactly this: there is upon us now a life or death struggle, throughout America, between materialism and spiritual ideals. God only knows which will prevail. The Recreation Movement is one of the greatest hopes or opportunities we have to make sure that materialism does not overwhelm our civilization.

### **Dangers of Material Help**

For example: consider the movement for "Mothers' Pensions." It rests squarely on the supposition that the way to help people

is by giving them money. The minimum wage law proposes to help by giving money—increased wages; the maximum hour law by increasing leisure, money's equivalent. The Progressives, of both Democratic and Republican origin, are attacking the excessive privileges of the big-moneyed powers. They are emphasizing improved conditions—food, housing, clothing and other material things.

### **Necessary but Subordinate**

These are all good, I believe; all necessary but the unfamiliar consideration that I would urge is this: unless our emphasis

upon activities equals and dominates our emphasis upon conditions, we may be overwhelmed. Our vital concern, really, is not with profits but with products; not with comforts but with conquests; not with making livings but with making lives.



## WHAT IS HAPPENING IN AMERICA

Increased wages, better houses, richer food, larger leisure will do no good at all unless they are consciously made to promote "life more abundant." For we have learned, from history and from many rich men's sons like the Pittsburgh man at Mattewan that material prosperity does not always, of itself, bring largeness, or strength, or nobility of life.

### **English Versus German Philanthropy**

Compare English with German philanthropy.

The English "poor law," or method of relieving needy people in their own homes, has always rested upon the practical, but delusive, notion that people can best be helped by pensioning overburdened parents, supplementing wages and bestowing material alms. In contrast, German philanthropy, since Von Voght's day before the nineteenth century, has said the fundamental way to help people is by personal service, by supplying such personal influences, leadership, opportunity and education as will strengthen and enlarge the activities of beneficiaries instead of doing their natural work for them. Of the English material-relief system it has been said that no war or series of wars in which that country was ever engaged has done so much to weaken and degrade the English people.

### **Shall the Assured Help Be Helpful?**

Here and now, in America, we sense the growing, popular determination to lift the excessive burdens from overburdened mothers,

children, and poorly paid toilers. This is right and righteous. It means that we are decided to practice more faithfully what has for nineteen centuries been preached. America—and other countries also—are determined to realize more largely than ever before the brotherhood of all mankind.

The life and death question is, therefore, "Shall this growing social consciousness run into blind passage ways; use inadequate methods; set up false ideals?" Material improvements must be accomplished. People cannot live on air and dreams. My point is that all material improvements must be accompanied, determined, inspired by at least an equal emphasis upon personal service, as distinguished from material alms; upon opportunities rather than gifts; upon leadership, education, ideals, self-expression, activity, instead of mere leisure, comfort and wealth.

## WHAT IS HAPPENING IN AMERICA

### **The Central Philanthropic Interest**

But, you have been thinking of the Playgrounds and the Recreation Movement as merely one of the innumerable, pestiferous philanthropies. Every day I am told, in every community, how many appeals beset the modern resourceful man or woman. (Usually they tell me how many appeals they receive rather than how much sacrifice they are making.) But it is quite natural that one should think, "There are scores of philanthropies that have as good people on their boards and needs to present which appeal as strongly to both sympathy and sense as does the playground and recreation movement."

I would not belittle in any way any of the sincere philanthropies of our time. There is no good reason why all of them should not be adequately sustained. But I submit this bold suggestion:

*The Recreation Movement ought to be, and will be, for the next five to twenty years or more the center of philanthropic emphasis, just as the educational movement has had that central place for the last quarter of a century.*

It is a case of "this thing we must do and not leave the other things undone." Nor do I mean that the educational movement will be weakened or diverted; it will hold, and develop more completely, the position it has won. But the next great social advance to be accomplished is the solution of the leisure time problem or the realization of the play instinct, or art instinct, or freedom in the activities of daily life. It is largely within the educational movement that the needed development of Recreation will be accomplished.

Something larger than playgrounds! Obviously, I am not talking of picayune little playgrounds, inspired by no social vision, a passing fad maybe, and sometimes a nuisance. I am speaking of the Recreation Movement, which already is so tremendous, so deep and wide reaching, so fundamental that the man has yet to be discovered who is big enough to interpret it fully. "Playgrounds" is an inadequate name; "Recreation" suggests chiefly preparation—for a recovery—of life; but the Movement stands for transfusing all the twenty-four hours of the day with new vision, joy and power.

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### **The People, Hours and Influences Concerned**

Richmond, Virginia, has eighteen thousand children in its public schools. But the Recreation problem concerns at least twenty-five thousand children and young working people. New York City has seven hundred thousand children in its schools. They are all embraced in the Recreation problem; in addition there are two hundred and fifty thousand young working girls aged fourteen to twenty who toil nine or ten hours daily for an average weekly wage of six dollars; besides these there are at least two hundred thousand families of adults who have been depressed below the line of self support. In every city and town in America the Recreation problem includes a larger number of individuals than the school problem.

More hours, also, are included. The average school "keeps" from twenty-five to thirty-five hours a week but fifty-six hours weekly are embraced in the Recreation problem. For the whole leisure time problem is the problem which Recreation has to solve. Man works eight hours, sleeps eight hours and has eight hours left in which to follow his instincts—which means play. It is the growing leisure time of all our people that Recreation must make wholesome.

Not only more persons and more hours but larger powers are included in Recreation than in education. My little boy can move mountains in his play but it is difficult for him to move a few sticks of kindling into the wood box when at work. "Play," says Mr. Dooley, "is work that we pay for the privilege of doing." Play is not a frill, or decoration, or luxury appended to life; it is life itself—in the making. It is what we do just because we want to do it, not because we have to, but because it is free self-expression. Psychologists and educators are telling us that it is precisely through these play activities that life is shaped and strengthened.

### **Amazing Powers Already Developed**

And, already, the invincible, sweeping, growing power of the Recreation Movement is almost as impressive as the great field of social action for which it stands. It was only seven years ago, in 1906, that the Playground and Recreation Association of America was started, in Washington. The American Playground Movement is about a decade older than that but it is mainly within the last seven to ten years that five hundred



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and thirty-three American cities have taken up playgrounds or recreational activities. Last year New York City spent one million one hundred thousand dollars through sixteen public departments, in this recreational field. Over seven million eight hundred thousand dollars were expended or appropriated last year for playground work. A Presbyterian clergyman told me there are about six thousand ministers serving the great Presbyterian church. Already there were, last year, five thousand three hundred and twenty employed play leaders—distinguished from “care-takers”—virtually a new profession. Million dollar bond issues for municipal playgrounds in such cities as Atlanta and Cleveland are no longer very notable in comparison with the fifteen million dollars already invested in New York City, twelve million dollars in Chicago, one hundred million dollars in America.

### **The Many Children Who Do Not Play**

One thing that has been happening in America is so serious you will hardly believe it.

Two excellent gentlemen told me recently that our surveyors were liars, when I reported their finding that in Richmond, Milwaukee and Kansas City, in spite of all the natural instincts of child life, sixty-four per cent., fifty per cent. and fifty per cent., respectively, of all the thousands of school children counted, outside of school hours, were idle, inactive, doing absolutely nothing, “because,” as the children told us, “there is nothing to do.” This given fact is pretty hard to believe. I wish I did not have to believe it. It means something which I think is horrible to contemplate. No yellow journal has reported anything more pathetic, more fraught with civic danger, than the fact that our children, very generally, are not playing.

### **Inactive or Degrading Recreation**

As for the recreation which does prevail in America, it is too largely passive. We are amused by the theatre, vaudeville or moving

picture shows but it were better for us if we could engage in active games or sports. Even our popular athletics are very largely vicarious; the exercise which the “fans” derive from base ball is principally vocal.

In Chicago eighty-six thousand girls and boys throng the dance halls in a single night and Mrs. Bowen says you can always tell when you approach a dance hall because you see so

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many young couples in the dark hallways, alleys, and other hiding places of the neighborhood!

Brieux's disquieting plays suggest ways in which the emphasis upon material standards, as opposed to instinctive activities, has postponed marriage, lowered the birth rate and threatened the destruction of many homes.

In contrast think of the Biblical vision

"And the streets of the city shall be beautiful with children playing in the streets."

Think of communities gathered, old and young together, on the village greens of many English towns. Remember Greek life, and art,—ideal people though undemocratic, literally making play the chief instrument of education.

### **Tragic Loss of the Play Tradition**

But in America, while our minds have been drawn away to material conquests and accumulations, we have, all unconsciously, forgotten how to live. No one has taught our children how to play the old games. We have robbed them of their places for play. Worse than that, we have lost the tradition of play. In country side and city we have cherished the ideals of work not of play. We have apologized for leisure instead of making it divine. Adults are as badly off as children. We all need the life abundant. We get instead the passive diversion of moving pictures or the sapping of our lives by dissipation.

### **Tried Methods Ready for the Task**

We could not recognize these evils if we did not also see, at least partly, the way to correct them. The man who told four of us, two days ago, that he is preparing to spend fifty thousand dollars in promoting recreation in towns of less than seven thousand inhabitants is surely the forerunner of many resourceful, statesmanlike people who will learn from the Recreation Movement how to invest large sums, effectively, in the upbuilding of American life.

We have passed the experimental stage. We could tell you, very nearly, what it would cost to socialize the public schools, to open them as recreation centers, for both adults and young people.

Country life can be made attractive and vital by teaching other communities to apply the successful methods of Plainfield,

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Illinois, New Paltz, New York, Bennington, Vermont and Lebanon, Ohio.

A mine owner from Arkansas applied recently for the expert counsel of the Supervisor of Recreation in St. Louis. He said: "For a day or two after pay-day I have not workers enough to run my mines." The leisure time problem was overpowering him and his men. The Recreation expert solved that problem by methods which promise increased efficiency and a new spirit of democratic co-operation in industries throughout America.

From ten to one hundred per cent. increase of power over their communities, or over their distinctive beneficiaries, can be given to the churches, the schools, and all the charitable, correctional and custodial institutions of our country by Recreational developments which have been tested and proved efficient and appropriate.

The streets of the celestial city, which are pictured in the visions of the writer of Revelations can be reproduced in Washington or in other cities small and large, by competent play leaders who will organize and teach the games which may be carried on in selected "play zones" to the advantage of both business traffic and growing children.

**The One Great Need** All that is needed—is wanting—but is coming surely—is men and women who will give the Recreation Movement such encouragement and such financial support as has enabled the educational movement to be adequate, in its turn, to its time and opportunity. Now, for ten years or more, Recreation is to be the most important, central, basic social movement. It waits only for resourceful men and women to see the vision.



## HUMAN-INTEREST PHASES OF THE MODERN RECREATION MOVEMENT\*

EUGENIA WINSTON WELLER

### On the Open Prairies

A dozen years or more ago, in a school room looking out over long stretching miles of Minnesota prairies, a teacher was hearing a reading class. She called upon Hilda Swanson to read. Hilda was a small, pale-faced girl of fourteen apparently as colorless in character as in physical appearance—the kind of girl one might see a hundred times and pass on and immediately forget. She read along in a slow, monotonous, disinterested tone about some children who were having “such-a-nice-time.” Then the teacher stopped her. “Why, Hilda, you read as if you’d never had a good time in all your life.” To her great surprise the girl burst out crying.

When the recitation was over the teacher called Hilda to her. “My dear girl,” she said, “I didn’t mean to hurt your feelings. I only wanted you to *think* a good time; I knew that would make you *read* a good time, I wasn’t scolding you.” “No, Miss Brown,” said the girl, “that wasn’t it at all. But it just came over me when you said that—I’d never thought of it before—that I never *had* had a good time *in all my life*.”

Through all the years since then that girl’s tears have haunted me. Hers was the great negative tragedy of child life. There are many more like her on those prairies of rich promise in the anxious grinding monotony of pioneer life.

### Space and Companionship Are Not Enough

We hear much of the need for play among the children of the city poor. They lack even fresh air and sunshine and a place to play. The dirt, the noise, the crowd of a great city crush out before our open eyes the lives of its children. Their need is dramatic and striking. But for Hilda Swanson the problem was not lack of space. For ten miles or more her eyes could gaze unimpeded through the clear atmosphere across the prairies at her father’s cabin door upon acres and acres of unbroken playground.

It was not lack of air and sunshine; for nowhere does the sun shine brighter or the breezes blow fresher than on those grassy prairies.

It was not need for companionship, either, for her home

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\* Stenographic report of an address at a parlor-conference in Washington, D. C.

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sheltered a whole troop of flaxen-haired brothers and sisters. All that was lacking to her childish happiness was someone who cared, and some one who knew, to show her in the little leisure that her busy home allowed, how to play as a child should play.

### **The Same Need in the Backwoods**

Hers was the same need that we found far back in the West Virginia mountains, where the children and the young people and the old people seemed to us to live through joyless days and years. "What do you do for amusement at night?" we asked them. "Nothing," a father answered. "When night comes we jest go to bed." He might have said as tradition tells us that question was answered once, "We jest sets and thinks, and sometimes we jest sets."

Sadder in their inertia were these children of the mountains than the yellow-haired Hilda of the plains; for to them had come no wholesome discontent. No reading teacher had wakened them to the fact that there were "good times" in the world.

### **City Slums and a Reform School**

The same human need for play—for untainted, wholesome play beset the life of James Gray, a boy who had lived his life in the cramping foulness of a city home and who had played in his own way among the evil sights and sounds of a city alley. If his home had been better or his play more wholesome, he might never have gone to the Reform School. There are times—sad though it is—when institutions are better than homes and when the influence of strangers is better than the lessons learned at the mother's side. So James came back after a few months from the wholesome work and play of that school a better, sounder boy than he had gone to it. On the first visiting day after James entered the school his mother went to see him. She wasn't a good woman—who can tell what in her life made her otherwise?—but she did love her children in her way. "Jimmy," she said and she looked at him fondly. "What did you do that first night after you came here? Weren't you awful lonesome? Didn't you miss the rest of us?" The boy drew back from her a little. He was just at that age when children hurt so cruelly because they do not understand. "No, I didn't. I went out on the playground and I played hard and I had a good time."

### **Why Playgrounds Developed in the National Capital**

We knew James at first as one of a crowd of boys, who, when the big old house that was being made over as our "social settlement" was a scene of such utter confusion as only

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carpenters can create, came stealthily about to see what was going to happen. The big back yard stood invitingly open, for there was no back gate; and naturally these boys who had no place to play but a street closely guarded by "cops" quietly took it for their own. But a playground we discovered is not merely a place to *play*. The boys played "craps" here as they had played outside, and the constant sound of oaths and quarreling were borne through our windows. So we closed the gate and kept the boys away for a time.

Not so the half dozen little girls with baby-brothers and sisters who came to sit under the big mulberry trees and play quietly together in this new retreat. We welcomed them always and sometimes when the gate was closed let them trudge in muffled curiosity through the half-furnished house. One day when they came they brought with them some large pieces of burlap, which they stretched between the trees and thus extemporized hammocks for their little charges. And in that act was inaugurated the first playground in that city.

When later the house was completed and there was time to watch the children's play the big back gate swung open and boys and girls were welcomed to a playground where there were traveling rings instead of crap-games and hammocks that were not of burlap.

But all the time one who looked out over the joyful scene of little children learning to play, of boys who were finding games that were healthful and uplifting, of girls who were losing in wholesome joy their premature self-consciousness, thought hauntingly at times of the weeping child on the northern prairies, of the stolid, joyless children of the southern mountains, of the many young lives in forgotten corners that were missing "the play time of the others."

### **When We Ourselves Were Children**

She recalled too from years farther back, the memory of a grass-bound village street and felt again in retrospect the pure wild joy of those evenings when the word went out that all the boys and girls in town were invited to a carnival of play on the level green behind "the little Dutch Church." It was good fun, all healthful and helpful and all the memories of it were wholesome. But now the thought came to her how much more might have lived on with her if there had been some one to direct the play and make it more idealistic, more harmonious, not wholly a wild disorganized frolic.



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She remembered the indignation and the cruel shock to her whole childish being when one of the girls had said, "My mother says she isn't going to let me go down there any more, running around with boys till nine o'clock at night." We were not running around with boys, we were just children playing together. Nothing in all those memories of wholesome delight justified that mother's foolish words. Yet, perhaps, there were boys and girls whose sex-consciousness was stronger, whose home life less wholesome, who found some harm in those unsupervised frolics in the dark. There was, too, in it all one guilty memory of evenings when the handful of Germans who made up the pathetic little congregation found their prayers within rudely interrupted and came out to remonstrate vainly in their broken English. "After all," she thought, "we did need someone to direct us, but no one thought of it in those days."

### **In a Reformatory for "Bad" Girls**

She remembered the hilarious but well directed play of the girls in a girls' reformatory. Baseball was the game, and only so vigorous a sport could be an adequate counter irritant for the ghastly experiences that had polluted their souls. There they had learned fair play and fellowship and had driven from them for a time at least the sordid memories of the past. "How few places there are," she thought, "where girls like that are taught to play."

### **Whence and Wherefore the Playground Association**

Meantime, others were watching and remembering and thinking, and from the thinking came effective purpose. So that six years ago, to meet the very need of which we have spoken, Dr. Henry Curtis suggested the forming of a National Playground Association.

Thus it was that at a meeting in Washington in 1906 the Playground and Recreation Association of America sprang into being so that the leisure time of children, young and old, might be happily and wholesomely directed and that in the homes and schools, in the hidden mountains and the far remote prairies there might be no child to weep because she had never had a good time in all her life.

## THE CRY OF OUR BROTHER\*

F. G. WALLACE

No doubt that grimy miner, straight from the coalpit, should not have been drunk; he should have gone straight home, sober and content, had a good wash, a cup of tea, and gone to his bed, but not sleep, for beside him lies a sick, whimpering child. Then after a few disturbed hours, without rest or comfort, let him rise, and go down again to the pit, away from God's sunshine and sky, back to the caverns of darkness, dust, and danger. "Aye, he is well paid for it all. How dare he spend his wages in drink?" Why? For this reason, my friend, that toil, and toil only, was never meant to be the portion of man.

"Life should be a round of great duties and simple pleasures," says an author of to-day, and this truth should be borne in mind, and digested, and carried out by those in whose hands power lies. Work, the great duty, is there, plain to be seen, hard to be endured. Where are the simple pleasures? They are not so evident. As lawful pleasures are mainly beyond the reach of the poor, it must follow that unlawful pleasures near at hand will be sought for. Pleasure, in some shape or form, good or bad, useful or injurious, must have a place in the life of every man or woman. Oh, the pity of it, that vice should be the substitute of simple pleasure, the only available distraction in the dull monotony of daily toil! . . .

### **The Play of the Rich**

Let us look at the play of the better classes. When the brief day's work is done, they leave the vicinity of their labor, and find themselves in pleasant surroundings, in comfortable or luxurious homes. Then pleasure is the business of afternoon and evening, and amusement or ease are followed, according to taste. Motor cars and bicycles, golf and boating, shooting and fishing, clubs and theatres, some or all are at the command of the professional or business man, and in these lawful enjoyments he finds rest for the present day, refreshment for the morrow. . . .

### **A Workman's Day**

In the works of a city, labor begins at 6 a. m. This means that the bread winner rises at 5 a. m. or sometimes earlier.

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\* Quotations from an article in the Westminster Review, October, 1909, by kind permission of the Westminster Review, London.

## *THE CRY OF OUR BROTHER*

Before going out, he usually takes a hasty cup of tea, and carries with him provisions for breakfast and dinner. Both meals are taken at the works by those living at a distance, and are eaten, not in any allotted room or hall, but on the spot where the man happens to be working. The meals consist usually of black tea, and bread and butter; sometimes no butter. Tradesmen, of course, have better fare, and their dinner would generally be sandwiches of meat or eggs, and a piece of cheese. . . . At 5 p. m., when the well-to-do classes are lounging in clubs, or taking their ease at the fireside, waiting for a comfortable dinner near at hand, hundreds and thousands of laboring men are leaving their houses for ten and twelve hours of night work in those vast fields of industry where the blessed peace of night is broken by the roar of furnaces, the whirl of machinery, and the ceaseless activity of men's heads and hands. In some employments the men take their turn on night shift every alternate week or fortnight; in other cases the same lot are kept at this unnatural toil all their lives, with dire results to mind and body. When the night workers return to their homes in the morning, there is no quiet or sleep to be had. The busy day is beginning; the noisy children preparing for school, the fretful wife, with slovenly dress and thriftless ways shuffling to and fro in their midst, and to this unrestful spot the breadwinner returns after the night of toil. No sleep for him in that house of turmoil, where the space is limited to one, or at most two, apartments, where the unruly children are either crying or playing, where the shouting and scolding and trafficking of the day are in full swing. Many of the night workers spend but four or five hours in bed. We can scarcely wonder if they seek peace and refreshment in the public house, and there find a brief respite from the stress of labor, and the comfortless home. Such is the daily routine of the working man; the program which begins for him at fourteen years of age, and continues without intermission till death, accident, or old age puts an end to his usefulness. Such is the lot of our brothers. Labor, and little else but labor, is the order of their life, without time or opportunity for necessary rest and recreation.



## THE CRY OF OUR BROTHER

### A Sharp Contrast

Work in our time gives small scope for originality, small encouragement to artistic ideals. Mechanical inventions, time-saving machinery, have robbed men's hands of their cunning, men's brains of creative genius. Labor is a universal law for the poor, and for many of the rich, but between the two classes of laborers the contrast is sharp, too sharp, when we consider that we are all men, all brothers, all fellow pilgrims on the same road to the same end. Life is being lived by both classes; both classes work for their daily bread, but the conditions of their lives are different, their daily bread is different. The world's hardest workers will always have the roughest lot, and the smallest pay; yet, the world owes a duty to the toilers, though the world is the paymaster, and the toilers are at its mercy. Dr. Samuel Johnson says: "A decent provision for the poor is the true test of civilization. Gentlemen of education are pretty much the same in all countries; the condition of the lower orders, the poor especially, is the true mark of national discrimination." . . .

Pleasure being essential in some shape or form, let pleasure, simple and lawful, be supplied gratis to the poor. Much has been done in this direction by opening to the public the treasure houses of art, the galleries of sculpture and painting, that happily are to be found in every city, and almost every large town. But to appreciate such things, a little natural refinement, and a little education are necessary. Our working men and women have yet to be raised to that level. Their present need is of some enjoyment that will appeal to the most debased mind, the most uncultured senses. This stupendous task cannot be achieved by man's hand. Sculpture and painting convey nothing to the untrained eye, that has only looked on scenes of misery, filth, and squalor; that has never brightened with interest, save at sight of a drunken brawl, a street accident, or a neighbor's funeral. Nature, and nature only, can reach the heart of the lowest of her children. But how are the mother and children to be brought in contact? By letting the one study the other with eyes, ears, and touch. By means of free public parks, of free public gardens, gay with flowers, bright with fountains and ponds, where small fish and water fowl may live and frolic, with grassy slopes shaded by shrubs and trees, where the tired

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parents may rest, and the children play, and the old folk gossip, and the young people take exercise and dream the dreams of youth in the midst of the slums. Yes, in the very heart of the slums, at the very door of the poor, let pleasant gardens and playgrounds be laid out, where a few steps will bring old and young from their wearing cares into a bright space of sunshine and peace, where the dull eyes of the city toiler may see beauty and see God for the first time. . . .

In each park or garden a refreshment tent might be erected in the summer months, where non-alcoholic drinks, tea, fruit, and confections could be had at small prices, and in this way something would be contributed by the working people to the upkeep of their pleasure grounds.

But, to be of substantial benefit, these pleasure grounds should be numerous, even if of small extent. If one of our big cities would give the lead in this direction, others would follow, with splendid results to the moral and physical welfare of the population. Drunkenness and crime would show a marked decrease if the working people were provided with lawful recreation, healthy games, and bright surroundings, where their short leisure might be spent with pleasure and profit. Even in crowded cities, even in the East End, there are many spaces that could be utilized for large and small public gardens, merely by the removal of a few unsanitary houses, and half ruined stabling. In districts where the necessary space cannot be found, building ground could at least be had for the erection of free public reading and billiard rooms, where the working man could see the current literature, and daily papers, and have the comfort of a clean room and a good fire.

### Open the Purses

“‘Tis a very pretty idea, but what about the outlay?” asks our friend of the easy chair.

Happily, all the occupants of comfortable chairs are not alike, and some day, one of the large-minded, generous-hearted men, to whom we owe our free libraries, our charming public parks, our glorious art galleries, one of these will rise up, and use his wealth and power for the betterment of his brethren. . . . Work for all, and reasonable enjoyment for all, should be the outcome of advanced civilization, the outcome, too, of the practical sympathy that springs from a better under-

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standing of our responsibility towards our poorer brethren. . . . It is stupid and selfish to condemn and denounce the vices of the workingman, until we have opened our purses, and held out our hands to help him, to uplift him, to put in his way a few of the good things that are strewn so lavishly along the path of the rich; a few, at least, of the comforts and enjoyments his toil has provided. This is our duty, and ought to be our privilege, and will assuredly be our only justification on the day when all men shall stand before the face of their common Father.

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MRS. C. WILBUR CARY

Assistant, Playground and Recreation Association of America

On a remote hilltop, not easy of access, in the town of Colrain, Massachusetts, stands a rough stone monument, erected to perpetuate the memory of early settlers who gave the hill, through their deeds of simple patriotism, an immortal fame. The monument bears the following inscription:

"The first United States flag raised over a public school was floated, in May, 1812, over a log school house which stood on this spot. It was made by Mrs. Rhoda Shippee, Mrs. Lois Shippee, Mrs. Sophia Willis and Mrs. Stephen Hale, and was raised by Amasa Shippee, Paul Davenport, and the loyal families of Catamount Hill."

Last summer, during a two days' celebration of the one hundredth anniversary of this event, a simple but effective pageant was given depicting the life of those early settlers. It was not a finished product; it did not aim to be. There was no symbolism, no beautiful dances, no frills or fixings of any kind, just a simple, picturesque portrayal of different features in the early life on the hill, closing with the event which was being commemorated, and yet it brought home very forcibly to the people of the town a realization of the true significance of the event and awoke in them a new civic pride.

The special interest attached to this pageant, aside from its local value, is that it illustrates what may be done, in a simple but telling way, with little expenditure of time or money. A



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large number of participants was not necessary to portray the early life of the community; about forty people took part. The majority of these were descendants of the hill families and the costumes were the treasured relics of those early days brought forth from trunk and chest, thus lending added charm to the portrayal. The local Order of Red Men contributed to the Indian scene in the first episode.

### **No Rehearsals**

It seems almost incredible, and yet it is true that no rehearsals were held, and yet the whole thing was planned out so carefully by the committee who had it in charge that it was carried through without a slip or hitch of any kind. There was no expense whatever incurred in getting it up; time, labor and equipment were all contributed.

The pageant contained six episodes and occupied about two hours. Between the episodes a reader gave selections from the "Chronicles of Catamount Hill" and other appropriate readings. An open space at the base of the foothills leading up to Catamount itself, presented a beautiful and appropriate natural setting, while a sloping, pine-clad hillside afforded an ideal grandstand for the spectators.

The first episode showed a primitive Indian village. Dark skinned children played about the wigwams, while the squaws worked busily preparing food and performing other tasks, their braves lazily watching. Suddenly, all was excitement! A scout, running over the hill, brought word of the coming of the white settlers. A slight skirmish followed and the Indians, defeated, hastily decamped. Then a heavily laden team, drawn by two yoke of oxen, toiled down the hill from the direction in which the scout had come. The settlers on foot and horseback followed, the men hewing down trees and clearing away underbrush to make a clear path.

As the schoolhouse, and all for which it stood, was the central factor in those early communities, the next episode depicted the building of the first schoolhouse on the hill. Soon after the rude log sides were in place the children came trooping from different directions with books, slates and dinner pails, while the old time school master, with his birch rod, summoned them in by rapping on the side of the building in time-honored custom. A little later they rushed forth again with shout and

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song, and with pranks and games made for home, the master lingering to fasten the door and see that all was right.

This first schoolhouse served also as the place for religious worship, as was the case in many such communities. Thus the next episode showed the little congregation assembling in family groups. Last came the circuit rider on his proverbial white horse, with Bible and psalm book. All entered the little building, and although the door was closed, the hills resounded with the strains of "We're Marching to Zion," "Blest be the Tie that Binds," and "Old Hundred." Then came the hand shaking and friendly greetings. The circuit rider mounted his horse again and the settlers, chatting in two's and three's, slowly strolled away homeward.

### **The Stars and Stripes of 1812**

The final episode represented the event which has given the little hill town national repute. The agitation that stirred the country in 1812 reached even to this remote community. There were adherents of both existing parties, but the patriots largely predominated and party feeling ran high. When rumors of war reached the settlement, Mr. Amasa Shippee, one of the leaders of the patriots' party, in order to express their loyalty, conceived the idea of making a United States flag and raising it in some prominent place. As the schoolhouse was the center of social, as well as educational and religious life, this was chosen as the most fitting place. The flag was not common then and Mr. Shippee was the only one in the town who had seen one and knew what it was like. Some loyal women met and under his direction made one out of cloth they, themselves, had spun and woven. While their work was under way, Mr. Shippee went with his ox team to a nearby swamp and cut and spliced a pole. Then when all was ready, the families who belonged to this party gathered at the school house and the flag was raised in simple fashion.

The flag-raising episode was rendered all the more interesting owing to the fact that the grandson of the leader in this historic event on old Catamount was present to take this part. With his double yoke of oxen he dragged the pole to the schoolhouse. The women brought forth the flag which had been made for the occasion, an exact reproduction of the flag of 1812. The men worked with a will and soon the rude pole, with its flutter-

## BOYS' SUMMER CAMPS

ing emblem, was raised in place amid the cheers of the little group of settlers. How impressive was the portrayal of this simple ceremony is shown by the fact that as the little band of settlers, with bared heads and fluttering handkerchiefs, cheered the flag, the big audience on the nearby hillside involuntarily arose to their feet also, and without prearranged plan broke into the strains of "The Star Spangled Banner." All hearts were stirred with a keener understanding of the significance of the schoolhouse flag, and many who had heard often before the story of this flag-raising in the early history of their town, now suddenly, for the first time, realized its true importance in the light of the thousands of school houses all over our land where now float the beloved Stars and Stripes.

### THE CADDY SCHEME FOR BOYS' SUMMER CAMPS

CHARLES F. ERNST

Superintendent Boys' Industrial Club, Malden, Mass.

In order to make a self-supporting summer camp for boys, the South End House Settlement has for the last five years provided and directed the caddy force for the golf links at Bretton Woods in the White Mountains. This arrangement has been so satisfactory to both hotel company and settlement that the Maplewood Hotel, of Bethlehem, New Hampshire, and the Malden Boys' Industrial Club, of Malden, Massachusetts, have recently entered into a similar agreement.

#### Terms

The hotel company is to pay the carfares of fifty boys up to Maplewood and provide a camp of eight sleeping tents and one large common tent equipped with a piano and game tables. The company also agrees to pay for a matron and an assistant to the director but leaves the selection of these individuals to the club. The boys agree in turn to furnish their uniforms, pay two dollars per week for board, which is served in a special room in the hotel "helps' hall" and pay their carfare home. The club assumes the responsibility of providing the best possible caddy service under the close supervision of its representative. The club will provide games and books and also will provide and equip another tent for handicraft work so that the winter industrial activities of



## BOYS' SUMMER CAMPS

the club may be continued through the summer. The camp will open shortly after the close of school and will last till school opens in September. A group of boys who are to graduate in June and will not return to school will stay in the mountains till the hotel closes in October. From time to time during the busy seasons of August and September working boys will spend their short vacations at the camp and by working part of the time pay fully half of the expenses of their trip.

**Members** The boys are selected from the membership of the club and the choice is made, roughly speaking, on the basis of the greatest need. This may mean in various cases the greatest need financially, physically, morally or socially. The fact that the boys are able to earn enough to pay their expenses with a possible chance, too, of bringing home a little money makes it easier for some parents to allow their boys to go when otherwise they could not sacrifice the boy's earnings. In order that the boys may show some initiative each candidate is required to deposit four dollars on the first day of June. This is later included in his earnings. Naturally any description of the possible working out of such a scheme would necessarily be based on conjecture were it not for the fact that the plan under identically the same conditions has proved itself an unqualified success in each of its five years. And inasmuch as the Director of the Malden Club has had the benefit of four years' experience at the South End House caddy camp it is only fair to suppose that he will find the same general features in this second application of the scheme. A statement of some of the beneficial influences to be expected is, therefore, based on something more substantial and satisfactory than mere fancy.

In the first place the daily routine is very much the same as in all camps—early rising at the call of the bugle, exercises and a dip in the river followed by breakfast. At nine o'clock the boys report for duty at the golf room and are ready for dinner at about twelve-thirty. Two hours of rest follow and then back to the links till five o'clock; supper call at six o'clock, stories, letters, games and music till eight, a good old-fashioned rough-house in the "pasture" till nine o'clock; then taps and the routine is ended. To a great many boys this regular order of three wholesome meals, a good night's sleep, easy work under

## BOYS' SUMMER CAMPS

ideal conditions is in itself a joy and a real influence in creating a more desirable standard of living.

### **Ideal "Big Brothers"**

The boys, however, find keen interest and great stimulus in associating with the men for whom they caddy. It is like the perfect working out of the Big Brother idea, for there is not the least semblance of that restraint which comes unconsciously when the man and the boy know that their acquaintance is due to a misdemeanor of some sort. The guests at the hotel are largely successful business and professional men; good types of the "man of action." Most golfers take a real interest in their caddies, and as a caddy is with his patron approximately six hours each day for two weeks or a month it is easily seen that the boy is unconsciously greatly influenced. Almost to a man the players show a sense of responsible consideration for the boys, particularly when they understand and appreciate the scheme which is back of the camp. They respond very fully to the suggestion that the caddies be paid simply at the regular rate for each round; though when a boy has served the same man for a period of weeks, a gratuity seems from any point of view not unreasonable. The point at which the relationship between man and boy becomes most valuable, however, is reached when the man makes a real and voluntary effort to ascertain the boy's character, means and resources and endeavors to map out with him a course toward a successful life. The inspiration from such a friendship fires the boy with ambition and resolution and a high school education has a new meaning. Or it may have a more tangible result when the man asks the boy to call on him when he has finished school and is looking for a place.

### **Real Democracy**

Next to the influence of the guests is that of the camp organization. The very fact that the boys are paying their own expenses produces a community spirit and loyalty that is difficult to obtain where the boys feel that they are guests of charity. They soon realize that there are certain definite obligations to which they must live up not only in fairness to each other as individuals but for the success and happiness of the group as a whole. Out of this spirit develops a system of democratic government with a committee of older boys to make rules and regulations and to pass

## BOYS' SUMMER CAMPS

judgment on offenders. The director is made banker and bank books are issued in which every item of expense, board, laundry, postage and miscellaneous expenditure, is recorded, as are also the deposits. The boys themselves know that their community is not subsidized and that they must work to live as a camp and work regularly. The boy who does not earn enough to meet his expenses is discharged and sent home, and the boy who works one week and loafs the next, even though he has made enough to meet the expenses of both weeks, is apt to merit discharge because of some misdemeanor committed during his idle time.

### **All Things to all Boys**

A fourth real influence results from the splendid opportunities afforded for the organization of the boys' play. Naturally the play has to be directed so that it will not conflict with the work either by interfering with appointments between the employer and the caddy, or by rendering the boy unfit on account of over-exertion. Baseball and track sports are therefore not especially well adapted to a caddy camp although they are by no means excluded. The fact that there are few games or meets serves to make the occasional match of more intense interest to both players and spectators. Swimming, basket-ball and golf are the sports particularly adapted to the situation. This is especially true in the case of golf which requires little preparation and has a unique advantage in that it affords just as much fun for the boys who want to play alone as to those who need competition to furnish excitement. The experience which they acquire by playing on their own account makes them more capable and valuable as caddies. Aside from athletics the mountains and the woods hold great and continuous fascination and whenever a group can be spared from the links they are guided on a hike over the neighboring ranges. The star event of the season for any camp in the mountain region is the trip over the Presidential Range to the Tip-Top House on Mount Washington. Industrial play has its place in the general plan for recreation, and in the weaving of baskets and the construction on the carpentry benches, of useful camp articles is afforded a splendid outlet for the desire to play on rainy days and evenings. So, too, in the case of music, books and stories, photography, painting, theatricals, collecting and studying stones and flowers.



## BOYS' SUMMER CAMPS

In still another way, perhaps the most vital of all, comes an influence into the lives of the boys. The director of every camp plays a many-sided part, each role of which brings him in close touch with the workings of the mind and body of the individual lad. This is especially true in a camp which bases its very existence on loyalty and confidence in the relation of the boys to one another and to their leader. The parents and all those who are solicitous for the welfare of the boy, turn over their interest in the lad to the safe-keeping of the camp director. Together with the matron he must guard against that horrible melancholy brought about by nostalgia. He must be very careful that he allows no beliefs of his own to interfere with the boy's strict observance of his religious duties; he must rebuke in terms of inspiration and encouragement for better conduct. He is responsible for every lad and to each home he must return a boy stronger in physique, more determined in character, and happier in mind and heart. It is the very hugeness of his responsibility that gives him his influence over his camp-mates, whether as banker he talks finances, or bandages a cut or a sunburn or after taps helps the boy understand that God watches over camp and home equally vigilantly and lovingly, and that therefore his parent's reported illness need cause him no undue concern.

Away from the environment where all things seem to conspire to hold the worker with boys at arm's length, the chances for real character moulding are indeed innumerable and wonderful. The real test comes, however, when the boys return home to the old stamping grounds. A general let-down is observed but it is very satisfying to find that the old standards are now not good enough and that although the new ones may never reach the height of those in camp the individual boy and the club as an organization are unquestionably much improved by the summer's experience.

## A PLAYGROUND DONATED TO NORTH YAKIMA, WASHINGTON

A plot of ground one hundred by one hundred fifty feet in the heart of North Yakima, Washington, has been deeded to the city for a playground, by Mr. O. A. Fechter, president of the Board of Education, and Mr. L. O. Janeck. The city will at once begin to make the most of this down-town playground, aided by the Portia Club, a civic organization of women.

## THE MERIDEN PAGEANT

"A pageant is not primarily a show; it is the continuing life of a community"

The third of a series of pageants of the New Country Life, following that of Thetford, Vermont, in 1911 and of St. Johnsbury, Vermont, in 1912, will be the Meriden Pageant to be given this summer at Meriden, New Hampshire, celebrating the one-hundredth anniversary of Kimball Union Academy. All the people of the village and of the Academy will participate in depicting the united fortunes of the town and of the Academy through vicissitude and prosperity to the final idealization of the mission of these united forces in the community.

This pageant is unique in that the music was composed specially for this pageant on the principle that the pageant should be a complete art-form both dramatically and musically and not a series of episodes interspersed with incidental music.

## SCHOOL FESTIVALS

A course on School Festivals will be given at the Dartmouth College Summer Session. Miss Mary Porter Beagle, Director of Physical Education at Barnard College, who will have charge of the course, will discuss the history of the dance-drama, and the actual organization and performance of festivals. At least one festival will be worked out in detail so that the students may see a practical demonstration.

Other prominent festival workers who will contribute to the interest of the course will be Dr. William E. Bohn of the Ethical Culture School of New York who will lecture on the social and educational significance of the work; Professor Henry Dike Sleeper of Smith College who was musical director of the

## BOOK REVIEWS

Northampton Pageant; and William Chauncy Langdon of the Russell Sage Foundation who will bring the fruits of his experience as master of the Thetford Pageant and of the St. Johnsbury Pageant.

### THE INTERNATIONAL CONGRESS ON SCHOOL HYGIENE

The objects of the Fourth International Congress on School Hygiene to be held in Buffalo, New York, August 25-30, 1913 are:

(1) To bring together men and women interested in the health of school children.

(2) To organize a program of papers and discussions covering the field of school hygiene.

(3) To assemble a school exhibit representing the best that is being done in school hygiene.

(4) To secure a commercial exhibit of practical and educational value to school people.

(5) To publish the proceedings of this Congress and distribute them to each member.

## BOOK REVIEWS

### RAINY DAY PASTIMES FOR CHILDREN

By BARONESS VON PALM. Published by Dana Estes and Company, Boston Mass.  
Price, \$1.00

In this book Baroness von Palm has provided the amateur with knowledge for making the fascinating things which always look so complex to the uninitiated.

The rainy day pastimes consist of work with straw, beads, paper and blocks, such as most kindergartners have constructed for themselves, but those who have not had the benefit of this kind of training will find the book very helpful. Any child who could read could figure out for himself just how to make these things, while to a mother who could pass the rainy day with her child, a happy day of pleasant handwork with beautiful things in the way of doilies, windmills, sail-boats and bead chains would result.

### THE CHILDREN IN THE SHADOW

By ERNEST K. COULTER. Published by McBride, Nast and Company, New York City. Price, \$1.50 net

One might almost take the sub-title of the book to be a Plea for Playgrounds, for of all the theories and ideals for the betterment of conditions surrounding children which Mr. Coulter developed during his experience as clerk of the children's court of New York, none seems more earnest and



## BOOK REVIEWS

basic than his belief, supported by a multitude of true stories, that play—properly provided for and supervised—is the supreme weapon against juvenile delinquency.

Of all the tales which would make the reader militant if militancy might avail—and there are many—none surely could hasten the days of ample play-space more than that of the boy arrested for playing “One-O’-Cat” on the street. He sat trembling in a far corner of the detention room, an object of scorn to the other boys. Suddenly he stopped crying, wiped his eyes with his shirt sleeve, slipped from his seat, and, unmindful of the lads around him, prayed, “Please, O God, don’t let them send me to prison! I’ll never play ball again!”

The introduction by Jacob Riis gives due praise to Mr. Coulter for his work with boys, not only in seeing impending danger, but in pointing out an escape. The book is an earnest tale of what really happens with a suggestion of what such happenings mean, and if one feels Mr. Coulter sometimes plays a little strongly on the chords of sympathy, one forgives because of the real brotherly love which this original Big Brother feels for all boyhood.

### COUNTRY LIFE AND THE COUNTRY SCHOOL

By MABEL CARNEY. Published by Row, Peterson and Company, Chicago

A survey of broad scope of country conditions and country needs is made in this book. Like other writers on this subject the author feels that only through making country life adequately and permanently satisfying can a standard people be maintained upon American farms. The chief agencies for community building are the home, the grange, the church, and the school, and at the present time it seems probable that the school must lead, though this leadership ought to be but temporary. Examples of successful school social centers in the country are given as well as suggestions for greater development of the school as a social and community center. One school in Macon County, Illinois, gave a musical program attended by one thousand people; another organized a club which provided entertainments throughout the year, ending with an excursion to a near-by city to see a Shakespearean play.

### HISTORICAL PLAYS OF COLONIAL DAYS FOR FIFTH YEAR PUPILS

By LOUISE E. TUCKER and ESTELLE L. RYAN. Published by Longmans, Green, and Co., Fourth Avenue and Thirtieth Street, New York. 1912. Price, 75 cents, net

A number of attractive little plays, quite usable in the recreation center are here given. Children are always so happy to play at being historical characters that the leader may be very sure of a ready enthusiasm for the plays. Scenes from the early days of Virginia, with John Smith and Pocahontas, of course, and a clever and rather unique little representation of the Indian princess in London society, scenes of the Pilgrims and the Indians, Priscilla Alden’s cow, the Pilgrims in Holland, besides many less well-known stories go to make the plays—twenty-six in all, simply written, yet with

## BOOK REVIEWS

historical truth in their atmosphere; easily memorized yet with considerable dramatic force. The plays are so practicable and easy to stage that one scarcely needs to be told that the authors are teachers in the New York City schools and have worked out these plays with their own pupils.

### CHAMBERS' SUPPLEMENTARY READERS—NORSE WONDER STORIES—NORSE FAIRY TALES

Published by W. & R. Chambers, Limited, 38 Soho Square, W., London.

Price, 6d. each

Each of these attractive little booklets contains several stories, each divided into a number of chapters. They are simply told but with such play of imagination and climax that any child would grow large-eyed over them. They are the kind of stories a child could read as well as hear.

### PREPARING FOR CITIZENSHIP

By WILLIAM BACKUS GUITTEAU. Published by Houghton, Mifflin Company, Boston, New York, Chicago

Leaders of clubs for boys and girls interested in civics will find this a helpful book to place in the hands of their club members. Methods of organization and conduct of state, local and national governments are simply and interestingly described, always with an undercurrent of the responsibility of the citizen and the need of political morality.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.  
Of THE PLAYGROUND, published monthly at New York, N. Y., required by the Act  
of August 24, 1912

Editor H. S. BRAUCHER, 1 Madison Ave., New York City  
Managing Editor, H. S. BRAUCHER, 1 Madison Ave., New York City  
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New York City  
Owners, PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA, 1 Madison Ave., New  
York City

Known bondholders, mortgagees, and other security holders, holding 1 per cent.  
or more of total amount of bonds, mortgages, or other securities: There are none.  
(Signed) H. S. BRAUCHER, Editor

Sworn to and subscribed before  
me this fifth day of April, 1913.

CHAS. R. QUERY,

Notary Public, Westchester County

(Seal)

Certificate filed in Queens County; certificate filed in New York County, No. 4;  
New York County Register No. 4009; commission expires March 30, 1914.

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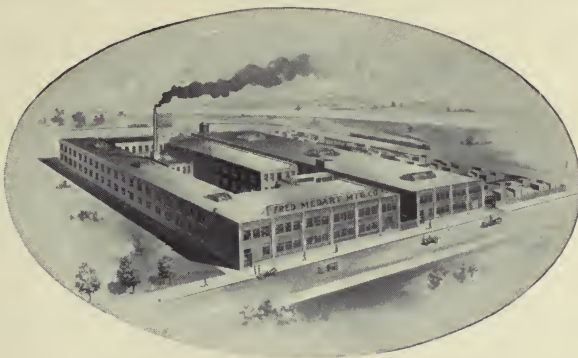
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## TWO MESSAGES TO THE RECREATION CONGRESS

GENTLEMEN :

I am very sorry I cannot attend your great meeting, because I have the deepest and sincerest interest in the objects it is seeking to serve. It seems to me of real consequence, morally as well as physically, that the children who are growing up, particularly in our great cities, should have spaces for play and a knowledge of how to play. Amusements they must have, and will have, good or bad, and it is certainly in the interest of the welfare of our communities that they should be assisted to obtain those amusements which are both good and refreshing.

I take genuine pleasure in thus expressing my hope that the Association may meet with the greatest encouragement and with the most complete success.

Cordially and sincerely yours,

(Signed) WOODROW WILSON.

To the Playground and Recreation  
Association of America.

GENTLEMEN :

April 29th, 1913.

I sincerely regret that it is impossible for me to come to Richmond and to say how thoroughly I believe in the work you are doing.

It is becoming more and more evident that "life" really is "more than meat." With the enormous increase in material wealth there has not come a corresponding increase in fullness of life. Happiness and possession do not go hand in hand. By work being made increasingly scientific we have reached a sum of production sufficient for comfort. Our task now is to secure a better distribution of comfort, without weakening the springs of individual initiative and responsibility; and also to make the extra hours, over and above the time given to earning a living, productive of more and better life.

Every man and every woman should have the recreation which will enable him or her properly to attain the high purposes for which life is given. Through the whole of life, from childhood to old age, there should be opportunities for the practice of those forms of recreation which renew life, and which make for the joy of living.

Therefore I consider such work as that of your Association, in establishing the best forms of play and in guiding the expressions of recreation among our people, to be an essential factor in our national life.

Faithfully yours,

(Signed) THEODORE ROOSEVELT.

To the Recreation Congress,  
Richmond, Virginia.

## NOTES FROM THE RECREATION CONGRESS AT RICHMOND

CHARLES FREDERICK WELLER

Associate Secretary, Playground and Recreation Association of America,  
Lawrence, Kansas

From 100 towns and cities, in twenty-eight states, in five countries, 443 people were registered at the Seventh Annual Recreation Congress which met at Richmond, Virginia, Tuesday, May 6th to Saturday, May 10th, 1913. Even larger numbers attended some of its sessions.

### **Five Strenuous Days**

Eighty-five addresses at thirty-four meetings were announced on the program in addition to an annual meeting of the members of the Playground and Recreation Association of America, at 10 p. m., Tuesday; a reception to delegates at Governor Mann's mansion, Wednesday from five to seven; a complimentary automobile trip Thursday from four to six; and the gala day demonstration of games in William Byrd Park at three Friday afternoon. There was added later, a get-acquainted, fifty-cent luncheon, Wednesday noon, when everyone was called upon for a one minute report or question from his local field.

### **Two Distinctive Features**

Two activities especially marked this Recreation Congress as different from other conventions. One was its own play spirit, manifested extemporaneously in joyous games and folk dancing on several occasions. The other was a preparatory week of technical training classes, from April 29 to May 5, in which about thirty people labored earnestly, seven hours a day, to perfect themselves in the fine art of promoting play. These training classes, generously conducted by leaders in various recreation lines, were a new feature, tried this year for the first time.

### **Loss of the Play Tradition**

At the popular banquet Thursday night, Joseph Lee reviewed the startling loss of the abundant play tradition in which America was especially rich in the early part of the nineteenth century.

He thought modern farm machinery had contributed to this decadence by greatly reducing the comparative number of agri-



## RECREATION CONGRESS AT RICHMOND

culturists necessary. Thus, rural communities have become too sparsely, cities too closely, settled.

"Children," he quoted, "inherit the play spirit but they don't inherit specific games any more than they inherit the Lord's prayer." There must be teaching, leadership, and encouragement for game-playing; but America has been emphasizing, instead, the serious ideals of work and profit.

### **Adult Solemnity**

vs.

### **Abounding Youth**

This drab, dismal "seriousness" was condemned by Dr. Richard Cabot as degeneration—"a mere residual state in which those people live who are not vigorous enough to do better." Instead of children's play being regarded as a preparation for such adult seriousness, adults should emulate the joyous, abounding spirits of youth.

Heroes and the men of large achievement in every line have been those with life enough to animate their activities with joy. It is this art spirit—this free self-expression, which the play movement represents.

Scowling business men, solemn professional workers and over-fed favorites of so-called prosperity, need—even more than American youth and children need it—the inspiration and practical leadership of the Recreation Movement.

### **The Leisure Time Problem**

As social ills are not usually recognized until remedial activities have been suggested, it is significant that all the programs of the Recreation Congress announced as its sub-title or pervading theme: "The Use of Leisure Time." For, if modern life has been in many ways impoverished, we are already engaged—through the leisure-time activities—upon a definite effort to enrich it.

How people spend their leisure is now coming to be recognized as a vital community concern. This was the theme of several speakers including Rev. Father J. J. Curran who described the "Recreation Needs of Coal Miners" in the vicinity of Scranton and Wilkes-Barre, Pa. Cheap dramatics, pool rooms and other forms of "commercial recreation" he pictured as indicating popular needs which should be more largely met by wholesome community activities. Vice is caused less by low wages than by improper or inadequate recreation.

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### **The Hours of Greatest Need**

The American needs and opportunities represented by this leisure time problem were reported to be most urgent in the very hours to which the least thought and social effort have been given. "In that most dangerous time of all the day, from six to eleven p. m., occur eighty per cent of all the offenses against society." This report was used by Lee F. Hanmer, Director of the Recreation Department of the Russell Sage Foundation, to emphasize the need for evening recreation centers—in schools, churches, parks and playgrounds. These must be attractive. Live people must be in charge. Their programs may well include games and athletics, social parties, dramatic and literary clubs, choral societies, civic conferences, mothers' clubs, cooking, sewing and millinery classes, lectures, storytelling, and quiet rooms for games, reading and for writing letters. In short, the directors of such social centers must observe the people round about them. Ask: "In what activities are the lives of these neighbors popularly expressed?" Well, then, afford wholesome opportunities for such activities in your schools, churches, parks and other social centers.

### **Related to General Social Amelioration**

Not only to promote wholesome use of leisure but to help secure leisure—for child laborers, working women and all overburdened toilers, is an appropriate function of the Recreation Movement. So said Mary E. McDowell, the beautiful, friendly lady who conducts the Chicago University Settlement.

"Vice is due more to desperate moral indifference born of overstrain in unattractive labor, than of low wages," said Miss McDowell. If toilers drink and dissipate their scanty leisure, the remedy is not to continue but to decrease the dulling of their finer sensibilities by the toxins of fatigue. Saturday half holidays, affording thirty-six hours continuous leisure, should be provided for by law. We should urge universally the shorter working day. For the increasing leisure of professional, financial and commercial classes has not yet been accompanied by the proportionate relief of humbler industrial toilers.

### **To Correct the Excesses of Industrialism**

America must be alert to check in time such degrading, deadening effects of crass industrialism as were evident to Miss McDowell in a pathetic holiday procession of under-vitalized

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children in an English industrial city. In her own neighborhood, near Chicago's stock yards, she encounters many boys and girls who, set to dull tasks at fourteen years of age, have lost irretrievably their gift for wholesome play. The childhood years consecrated to education should be increased: first, by developing "continuation schools" requiring that young workers shall have a few hours' schooling daily; second, by raising above fourteen years the minimum age for industrial employment. "Liberty is Leisure," quoted from a great Athenian, was the theme which Louis Brandeis had suggested to Miss McDowell. "Lose the play spirit" she added, "and old age has come, no matter what the nominal years of child or nation."

### **A Social Program Is Indicated**

Not "playgrounds" alone, but a broad Recreational program is the basic need in every community. This community program should include pageants and festivals; dramatics; supervision of moving pictures, dance halls and other "commercial recreation"; wider social uses of schools and churches and parks; organization of street play; the development of appropriate recreational activities in industrial establishments and in the use of games in the various charitable, correctional and social agencies. To "head up" this program, there must be a competent "Supervisor of Recreation," employed throughout the year.

### **What Shall Be the Organizing Center**

Shall this big task of community organization center in the schools, the park board, a recreation commission, or a municipal department? Otto T. Mallery, Secretary, Board of Recreation, Philadelphia, favored a distinct "commission." George W. Ehler, Department of Physical Training, University of Wisconsin, argued for a regular city department of recreation similar to the health, fire, charity and police departments.

All speakers agreed that no one special agency, even the schools, can rightly handle the whole play problem. Several must work together.

"How shall these enlarging recreational activities be financed?" The question was raised in a critical, friendly editorial by a Richmond paper. It was answered on behalf of the Congress by Judge Algernon T. Sweeney, of Newark, N. J. He said that financial support should come from increased economy



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and efficiency in municipal government. At any rate, it appeared to be generally agreed that appropriate recreational activities should be supported by public funds just as schools are.

### **Especially Practical, Technical and Detailed**

Let no one be misled by my effort, in preceding paragraphs, to interpret the fundamental social philosophy of the Recreation Congress. It was not itself so much philosophical as practical. Broad principles were less emphasized than were the practical details of playground work. The program dealt less with needs for recreational activities than with their actual technique.

### **Not a Summary but an Interpretation**

As the most valuable addresses presented at the Congress will be printed, in condensed form, in *THE PLAYGROUND*, it is unnecessary to attempt here any inclusive summary of the great wealth of valuable, practical suggestions afforded. Indeed, it is impossible, in the brief space available, to even mention all the important effective speeches. Instead of attempting this, let me quote from one of the "Daily Interpretive News Letters" in which the effort was made—this year for the first time—to report some of the most vital activities of the Congress to a selected group of newspapers and individuals in various cities.

"Absorbed in interesting details of the strong program, one hardly realizes what diverse streams of thought and influence are here coming together to give direction and power to the mighty, rising current of the Recreation Movement.

"From Argentine and Uruguay, from scores of American communities, from the related realms of pedagogy, medicine, religion, politics, the anti-tuberculosis and child labor crusades, dramatic and plastic arts, care of defectives and delinquents, organized charity, social settlements, Y. M. and Y. W. C. A.s, rural and city movements, school and home life—we are learning how all of these, together, may promote the 'Life More Abundant' for which this Congress stands.

"Here they are—these hundreds of earnest social workers, intently discussing problems so big that big people feel modest. And there is a genuine family feeling—'each in honor preferring one another!'"

### **Some Vital Lessons**

Conferring together in this spirit we learned that play is both a "rehearsal for future life"

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and a means by which growing people review and conserve the vital experiences of the race.

We learned, too, that one can effect definite, vital results in people's lives by knowing what play activities to propose to fit each person's age and instincts. The modern "doctor of play" is thus developing technique, science and constructive power like those of modern medicine.

"This should not be called a 'Play Congress' but a 'Life Congress'", said Judge Sweeney. Another interpreter, an onlooker, said: "I never saw a group of folks who believed more thoroughly in their jobs."

We learned also to admire Richmond, our place of meeting. Its hospitality and charm take captive permanently the coldest northern—or western—or eastern heart.

**Too Big a Story  
to Be Told** Confessedly, I share the instincts of the common man who wonders what it's all about; why hundreds of able-bodied adults spend five days and many dollars in a "Recreation Congress" when a worthy congressman (a real case of small "c") explained that it's as silly to talk of teaching children to play as fishes to swim.

"What is it all about?" The men who can answer that, who can interpret the real social significance of the Recreation Congress will be the statesmen and seers who are needed to save the growing social consciousness of our day from exhausting itself in blind passage-ways; and to develop beside our growing interest in the improvement of conditions, an equal emphasis upon the enlargement of activities—the "Life More Abundant."

## AMERICAN PLAY TRADITION AND OUR RELATION TO IT\*

JOSEPH LEE

President, Playground and Recreation Association of America, Boston, Mass.

**From Egypt to the  
Playground Association** I have been asked to speak about the work of the Association, but I want first to go back a little. I think I will start with the pyramids or thereabouts and work down. It is important for us to realize that there are and have been others, that we did not invent play, and that even in this country, playgrounds are not so new as we are sometimes inclined to think.

Our first playgrounds were the old town commons, an English institution planted in America in the early part of the seventeenth century. Boston Common, for instance, was established in 1634; and it is an ineradicable part of the faith of every true Bostonian that the American Revolution was brought on by the attempt of General Gage to prevent the Boston boys from playing football on it. So that our first playgrounds are an inheritance from the England of the Elizabethan age.

And we got much more from England than simply the place to play. Newell in that fascinating collection of folk-lore, his "Games and Songs of American Children,"† (from which most of the succeeding information has been abstracted) tells us that up to the middle of the last century we had a richer play tradition than any other country, owing apparently to the fact that we had for two centuries been more out of the current of events and so remained more primitive and unsophisticated. The America of that time was, in some ways, a piece of the England of Elizabeth, isolated and preserved as such.

**A Common Origin  
in England** The games played by American children were apparently much the same all over the country, going back, as they did, to a common origin in England before the streams of immigration separated. And the play tradition was as strong in Puritan New England as in the South or in the Middle States. So that one

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913

† By William Wells Newell, Harper & Brothers, New York, 1883



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great stream of play and song we get from old England; and it is a stream that ought to be preserved.

And this play tradition from old England is really not English but European. "Oats, pease, beans and barley grows" was played by Froissart and Rabelais, and is still a favorite in France, including Provence, and in Spain, Italy, Sicily, Germany and Sweden. Hop scotch seems to be a nearly universal game, its range being from England to Hindoustan. In Austria the final goal in this game was called the temple; in Italy the last three divisions are the Inferno, Purgatorio and Paradiso. Jack-stones seem to be of Japanese origin, but have put a circle round the earth, until America has received the tradition from both East and West.

### **Antiquity of Origin**

And our American games are as notable for the antiquity of their origin as for their wide distribution among the nations. Horace tells how, on the famous journey to Brindusium, Maecenas went out and played tennis while he and Virgil were kept in the house, one by a weak stomach and the other by weak eyes. Aristotle recommends "the rattle of Archimedes" for children of about the age of six. Dolls are found in the catacombs of Egypt, and ball games go back at least as far as Nausikaa and Atalanta. (The latter, to be sure, on the occasion most generally remembered was not engaged in ball but in track athletics; but the fact that she stopped in the middle of an important sprint to chase after a ball, is more significant than if she had brought in the winning run for Thebes.) The Roman girls used to play ball, and children's balls were made with a rattle inside and with gaudily colored divisions like the lobes of an orange, as they are today. Ball seems to have been especially a game for girls during the Middle Ages, and is mentioned as such by Walter von der Vogelweide. The parable in the New Testament of children sitting in the market place and crying: "We have piped unto you and ye have not danced; we have mourned unto you and ye have not wept" seems to refer to a kind of dramatic game like some of those still played.

### **Traces of Religious Origin**

Many of our games had something of a religious origin or association. Stool ball—which seems to have been a sort of grandfather of baseball—was especially an Easter game. In the

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diocese of Auxerre it was an ancient custom to play in the church on Easter Monday a solemn game of ball while singing anthems appropriate to the season. At Vienna a dance and ball game was conducted by the archbishop in his palace. (Is this the origin of "giving a ball"?) Newell thinks that we have here a survival of the ancient games of the spring festival. And baseball is still a harbinger of spring.

There are a number of games that reflect the religious conceptions of the Middle Ages,—games in which the scales of St. Michael and the keys of St. Peter are represented. There is the game of Old Witch, the witch usually limping because of her cloven hoof, and the game of Iron Tag, in which touching iron preserves from pursuit, as of evil spirits.

London Bridge, especially, is supposed to represent the perpetual warfare of angels and devils over departed souls. The special relation between bridges and the enemy of mankind long antedates bridge whist. There are Devil's Bridges in all parts of Europe. The devil in these traditions represents the ancient spirit of the land, who resented the presumption of man in making safe roads across his streams to rob him of his natural toll of deaths by drowning, and sought revenge. In consequence he always did his best to destroy the bridge, and very frequently succeeded. In order to make it stand firm and sure, he had to be propitiated, and there are many stories of compacts between the architect and his infernal majesty, under which the latter was entitled to the soul of the first person crossing over the bridge—though he was generally cheated out of it by various infantile devices which he never seemed able to anticipate.

That is why London Bridge is forever falling down, why the children who cross it are continually being caught, and why the game finally ends in the tug of war (between good and evil spirits) to settle their ultimate destination.

**Games of Courtship** Perhaps the largest class of games are those of courtship; and these, like most of the others, were originally games of grownups. Madame Celnart in "The Complete Manual of Games of Society," of which the second edition appeared in 1830, is quoted by Newell as recommending kissing games especially for business men. The lady says: "For persons leading a sedentary life, and occupied all day in writing and reckoning (the case with most men), a game

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which demands the same attitude, the same attention of mind, is a poor recreation. . . . On the contrary the varying movement of games of society, their diversity, the gracious, gay ideas which these games inspire, the decorous caresses which they permit—all this combines to give real amusement. These caresses can alarm neither modesty nor prudence, since a kiss in honor given and taken before numerous witnesses is often an act of propriety." These and other games are not, as is often supposed, the amusement of peasants and primitive kind of people, but are, on the contrary, the diversions of what is called "society" in the more technical sense. Many of our children's games, including for instance a sort of hill dill, were common diversions of the court ladies at the time of Queen Elizabeth.

Of course many games are representations of war, prisoners' base being an example. The game of football derives from the German Kämpfen, to fight, its ancient name of camp ball, prophetic of its modern expounder Walter Camp.

### **Honor Due to Germany**

But besides the great English tradition from which we get the great number of our ordinary games, there is another inheritance I want to speak of, and one which it is especially important to remember at the present time.

If you had been at Salisbury in England, looking at the beautiful cathedral there on August 15, 1849, you would have seen a gentleman in a black coat climb out of a window far up on the famous spire, ascend from there by means of handles fixed in the stone, climb over an iron ring placed around the ball on top, and get up and stand on top of the ball. That gentleman was the Rev. James Freeman Clark, the noted preacher, of Boston, Kentucky, and elsewhere; and he performed that feat not in emulation of St. Simeon Stylites, nor in order to get a comprehensive look at England all at once, but simply as a result of an irrepressible play impulse that existed in him. And the reason a Yankee minister was possessed by that particular play impulse was because a mild-mannered and lovable German named Charles Follen, having taken part in certain revolutionary activities in the Fatherland, had come to America, become a Professor at Harvard, and established the German system of gymnastics as taught by Father Jahn. Among



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other things he had set up a tall mast on what was then called the Delta, which mast Mr. Clark had been in the habit of ascending and standing on when he was a college student. It was his German teaching that made him get up and stand on Salisbury Spire. He undoubtedly supposed that that was what it was for. German gymnastics also took root at Amherst College, and doubtless elsewhere.

Another German impulse to our playgrounds was in the starting of the sand gardens in Boston in 1885 on a suggestion coming from Dr. Marie E. Zakrzewska, who had seen children playing on sand-piles in Berlin.

### **Preserving the Play Tradition**

Now to come down to the relation of this Association to our play inheritance—I believe the most important thing the Association can do is to preserve the best of our ancient games and promote any new ones that may be worthy to rank among them. The work of any playground is to be judged not on the playground itself but in the surrounding neighborhood. It is through the games it has planted that its greatest influence is seen. It is what the children are obsessed with, the game they play in the streets and back yards and empty lots, before breakfast and on the way to school, that they dream of when they have gone to bed at night, that is having the real influence over them.

A great game is like a plant growing up among the cobblestones, it will force its way if once it strikes root. You can no more kill baseball than you can get plantain out of a lawn. It grows in the most unexpected and impossible places. If we should succeed in planting prisoners' base in all the cities and towns in the country, it would be played for a large part of the year in every village and on half the city streets. It is particularly true of children in their more insistent demands that where there's a will there's a way—that where there's a game there is play—especially in what is going to be the children's century. If we can only sow the right games, there will come up a crop of healthy children as sure as the sun rises. The cities will find that they can grow them as well as the country, and they will have to grow them.

### **The Danger of Losing the Precious Tradition**

And there is need that someone should undertake this task of rescuing our ancient games, for we are at present in imminent

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danger of losing a large part of the precious tradition. The danger, like so many others that threaten our social life, arises largely from the crowding of our cities and the increasing loneliness of our country districts,—circumstances which constitute a serious departure from the ancient conditions under which our play tradition grew up. The life led by our ancestors, which moulded their customs and traditions in play as in all other respects, was for thousands of years a life in small village communities. From the days of Tacitus and beyond, the Germanic peoples (and the other races also for that matter) lived in small communities. The old tribal life was fairly reproduced in the English village, with its common land and its village green, which in its turn was transplanted without material change, so far as neighborhood influences are concerned, to this country. In this ancient tribal and village life people lived near enough together to meet for purposes of defence, of government and of recreation, and yet were not so crowded but that there was room for every sort of play and game. The village community is the crucible of the race, the soil in which it grew—its nest, its natural habitat, its second home to which its social mind has reference. Under the conditions of our modern life, however, the introduction of machinery and other improvements in the art of agriculture have had the double effect of greatly enlarging our farms, and thereby rendering our country population far more sparse, and of making possible the enormous growth and crowding of our cities. The result has been the suffocation on the one hand, and the attenuation, almost to the point of disappearance, on the other, of much of our recreational and social life. You can play baseball with a base line ninety feet long; you can play it fairly well with one of half that length; but you can't play it when the distance is less than three feet or more than a mile. And something the same is true of other games.

Immigration, the other cause of danger to our recreational life, has hitherto had a curiously sterilizing effect. The immigrant has not brought his own games with him, and except for baseball, crap shooting and marbles, seems to absorb very little of our American tradition.

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### **A Novel and Irreparable Loss**

These three influences, the crowding of the city, the loneliness of the country, and unlimited alien immigration, have had a most serious effect upon all our institutions, but nowhere is this effect more clearly shown than in the loss or lessened vogue of many of our ancient games. Never before, probably, has a nation been threatened with the loss of its play tradition. And such a loss would be almost an irreparable one. The play instinct is eternal, but the plays and games in which it is expressed are a social not a physical inheritance. Children's games are like the sublimated form of play which we call the fine arts, embodiments of human genius. They are the interpretations that all the ages have accumulated and handed down of the eternal spirit of play, the precious legacy of all the generations of children to the children of the present day. The loss of a nation's play tradition would be almost as serious as the loss of the tradition of oral speech or of the great legal and constitutional methods which the ages have gradually evolved. For life can no more go on without play than it can without language or without laws.

### **Averting the Danger**

The danger indeed has in a way been realized and, so far as general attention to the subject of play can accomplish that result, seems likely to be averted. The play movement in one form or another is going fast enough.

Some idea of the rate at which we are going, and of the problem that this Association is confronted with, can be gathered from the fact that thirty-five cities started playgrounds for the first time in 1910, that forty cities started in 1911, and forty-three cities in 1912, making one hundred eighteen cities starting out anew in this field in the last three years. Millions of dollars are spent every year by these and other cities in buying and equipping new playgrounds and in making all sorts of provisions for play and recreation.

### **Not to Push the Move- ment but to Guide It**

The Playground and Recreation Association is not trying to push the playground movement; we realize that it is going fast enough, indeed too fast. We realize that besides the genuine playground movement there is a playground fad, that people are starting playgrounds without knowing why they want them or what they are going to do with them when they get them. Our



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object is to guide this movement, to try so far as we can to see that the millions of dollars invested in playgrounds every year shall be wisely invested and not largely wasted, as is now sometimes the case. A very little guidance of the right sort applied now will make all the difference in the world as to what this investment shall mean to the children in the long future in many cities of this country.

### **A Reservoir of Information**

The way we are doing this is in the first place by getting together the best information to be had as to how playgrounds should be selected, equipped and carried on. We secure the advice of the best playground experts in the country, such as Gulick, De Groot, Johnson, Ehler, McCurdy. We get them together on about twenty committees, and we obtain their individual opinions on the questions upon which each is especially expert. We thus have their judgment as to the proper size of different kinds of playgrounds, their radius of effectiveness, the best hours, the best sort of apparatus, the best games and methods of administration, as to how fixed and how elastic the day's program ought to be, and a hundred other technical matters as to their establishment, equipment and control.

We also collect facts upon what is being done in playground matters throughout the country and as to results obtained. Sometimes two hundred clippings come in a single day. In short, our plan is to concentrate in one place all the knowledge to be had, from all over the country, on playground matters. We believe that instead of each community's making its own mistakes, and finding out everything for itself by hard experience, each thing ought to be found out only once; and that when it has been found out everybody should have the benefit of it.

### **Piping the Supply to the Consumer**

So much for the reservoir, now for the method of piping this supply to the consumer—diffusing the information thus obtained to the hundreds of places where it is wanted. This is done partly by personal interviews. Hundreds of people come and talk over their problems with our general secretary, and if there were four of him, I suppose that by giving forty-eight hours a day, he could fill almost all the demands of this sort. So far as possible this work is delegated to assistants.

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Then there are letters. Sometimes—for instance on such a subject as the flooding of vacant lots for skating—it may be necessary to consult some ten different cities before an authoritative answer can be sent to a single question. More often we hand out prescriptions already done up, adapted to the more usual troubles. There may be twenty copies made and kept in stock or there may be several thousand ready printed. We may send them Gulick on folk dancing; Ehler on administration; DeGroot on apparatus; McCurdy on athletics for boys; Miss Kennard on play for girls; or Myron T. Scudder on rural recreation. Sometimes we send many thousands of a single leaflet to be used in a playground campaign. By this method the expert has to speak but once and we see that his voice carries to the right spot, or to several thousand right spots as the case may be. And it is feeding the hungry; every bit of information answers a question; almost every one determines a policy.

The subjects of the questions that come to us seem numberless. They cover such matters as dance halls, music, pageants, forms of city administration, as well as the more obvious playground questions. And they come not only from all parts of this country, from England, France, Germany, but from China, Japan, Russia, India and South America. We cannot, however, undertake to answer these outside demands without an appropriation for that specific purpose.

A third method of diffusing information is by means of the Playground magazine, which we publish, and which goes to playground workers and others much interested throughout the country. This is more in the nature of shelling the woods, sending out prescriptions that we think may hit the average complaint, and most of our standard remedies appear first in this form. Then also we send lantern slides to those who want that more vivid sort of presentation.

Then we both get and diffuse information through institutes—as near as I can find out an institute is a college that lasts about four days and then dissolves—and conventions, at which we get the experts together and they both inspire each other and teach the inexpert, so that light is both kindled and diffused.

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### **The Work of the Field Secretaries**

These are the long-distance methods of sending out information to where it is most needed. But after all the best way is by sending not a letter but a man. As Jethro Bass says, though perhaps from a different motive:—"Don't write; send." We have eight field secretaries, besides one special field secretary on commercial recreation (dance halls, moving picture shows). We need at least twelve to answer the demands for assistance of this sort. Our policy is to send only to places where there is a committee of representative people who mean business and are likely to secure permanent results. We were able to visit in this way sixty-eight cities in 1912. Our field secretary when he goes to a place first sizes up the social and political situation. He finds who is interested in playgrounds, tries to remove jealousies between different people or different groups or departments, and to get them all to pull together. Sometimes he finds a key man under whose leadership everybody will go to work.

Then he makes a study, perhaps an elaborate survey, of existing conditions, finding just what parks, playgrounds, baths, already exist, and their geographical relation to where the people live. Then he advises as to what ought to be done. He does not leave the place until he has got the playground situation into such a condition that things are likely to go on successfully. Finally, he does follow-up work, revisits the place and keeps in touch with it in order to help in the solution of problems as they arise.

A most important part of the work of the Association is finding men for playground positions. There are now about five thousand such positions in the country, some six hundred of them being permanent all-the-year-round places; and almost all of these were created in the last six years. We have done something toward producing the people for the positions by having written and printed a very elaborate normal course in play arranged both for normal schools, for summer courses, and for courses to be given by play directors. This book has been used in several cities and in several normal schools. Secondly, we keep a list of people wanting playground positions and help to find the right ones for cities wanting them. Finally



we follow up those who have got positions, stand behind them, write to them, and try in every way to see that they succeed.

The above is the regular routine work that the Association does and that it must do if it is to serve its function in any satisfactory way.

**Stars to Which Our  
Wagons Are Hitched**

We have also certain specific doctrines on the subject. I have said that we seek to guide rather than to push the movement, and we have certain policies as to the way of guiding it. In the first place we want to have the playgrounds reach all the people all the time. In order to do this they must reach the unathletic boy, they must reach the girl, and they must reach the grown-up. We want to bring it about that the American working man shall make not only a living but a life—that his success shall mean a little more than that he contrive to exist a certain time and die. Accordingly we are interested not only in playgrounds in the narrow sense, but in music, drama, dancing and storytelling. And we are interested in sports that will make the play season last the whole year round—in skating, coasting and swimming, and in beaches and home gardens.

And we want play carried on not only for the people but by the people themselves. The playground is not merely a place, it is an institution, it is a center of neighborhood interest and membership. The Christmas trees that were set up this year in New York and Boston, and perhaps in other cities also, were very significant. The playground must be a neighborhood institution bringing everybody together for a common purpose.

In order to get everybody playing we need to learn some lessons from England and from Germany, to each of which, as I said at the outset, American playgrounds already owe a debt. From England we must adopt the idea of looking a little more for fun in games and a little less exclusively for competition. Our American idea of competition is all right; I should not like to see it weakened in its proper place; but we want to learn that the competitive spirit in play is not the only one. Our younger children, especially, ought not to be prematurely subjected to the hard, dry, fierce competition which is appropriate in college games. Our little children's games are dominated by their older brothers, and these are largely governed by the newspapers. We want to have more of what Mr. DeGroot

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described to me the other day as the "play" game,—games in which the children laugh and romp, roly-poly games which are not confined to experts, but in which everybody takes part. We want to have hill dill and hunt the squirrel and prisoners' base, especially for children under ten. We want to get back into the play spirit that came over in colony days along with the town common from old England.

And from Germany we want to learn two things; first, music, especially in the form of large choruses and singing at public festivals; and we want to adopt the German idea of a standard which everybody is supposed to meet. Toward the introduction of such a standard the Association has had tests carefully prepared for boys and girls respectively, three grades for each; we have had badges to mark the fulfilling of these tests designed by Professor R. Tait McKenzie for boys, and are having a design made by him for the girls. We hope every boy and girl in America will try to win these badges, and will then go further with the same idea of becoming physically fit.

**Do It for America** That is the true supplement for competition, the standard that everybody must come up to. We want to give our boys and girls the idea of making themselves the sort of man or woman the country needs, the sort of stone of which our temple can be built. We must put behind the idea of standard the patriotic motive, as Father Jahn did in the old days in Germany. There is hardly anything such a standard cannot accomplish. Every boy at West Point does things with a horse that a circus rider can hardly do, because at West Point it is expected of him. Do it for America; that is the motive we have got to put into the mind of every boy and girl.

## THE REASON WHY\*

HOWARD S. BRAUCHER

Secretary, Playground and Recreation Association of America,  
New York City

Are the results of the past twelve months of effort in the playground and recreation movement such that the busiest men and women in America are justified in continuing to give their time as members of the Board of Directors to planning the policy; are the results such that field secretaries are justified in giving up their own lives, traveling the greater part of the year; are the results such that contributors are justified in continuing to put five and even ten per cent of their incomes into the treasury of the Association as some are now doing?

The directors have not only contributed their time,—some a great deal of their time,—they have also contributed \$6,850 to the work of the Association. The workers of the Association have not only been glad to labor for less than they could receive in other lines of work—they are contributing more than \$1,100 to the Association.

Volunteers throughout the country have co-operated not only in giving valuable time, not only in sending their own contributions, but in writing personal notes to their friends, appealing for support. It means much when public-spirited citizens such as Henry P. Davidson of New York, John H. Finley of New York, Mrs. James J. Storrow of Boston, Miss Frances G. Curtis of Boston, W. F. Cochran, Baltimore, Dwight F. Davis, St. Louis, Munson Havens, Cleveland, Thomas F. Cooke, Buffalo, E. Kirstein, Rochester, S. W. Woodward, Washington, and Joseph Lee, Boston, are willing to interpret to the public the work of the Association and ask for financial support. It means much when professional social workers like George A. Bellamy of Cleveland, and Charles F. Weller, with all their experience and power are ready to try to help the Association to meet the calls for help coming to it.

**Thirty-five Workers** It must be a pretty important work which justifies any organization in pressing into its service and holding in its service nine field secretaries and

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\* Report prepared for the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Va., May 6, 1913



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two associate secretaries, each having had long years of training, each in the prime of his or her strength, each sought after for other work. In addition the Association has a secretary and twenty-three other workers.

**Budget** It must also be a pretty important task that justifies the Association in receiving \$100,000 during the next twelve months to support its campaigns in the cities throughout the country, for this money represents the toil of rich and poor alike, represents the desire of 3,200 men and women to help in what they consider a great and fundamental cause.

**Work Vital;  
Results Fundamental** No routine work could justify such men and women as are employed by the Association in giving their lives to the movement for this year—for money could not buy the kind of service they are giving.

Not in the reading of tens of thousands of letters received, not in the answering of these letters by tens of thousands of other letters, not in the reading of hundreds and hundreds and hundreds of clippings from newspapers and magazines and classifying the information found, not in visits with scores and scores of men and women coming to the office of the Association for consultation,—not even in the special studies of special problems to meet special needs, not in the number of cities visited,—lies any justification for such a use of men's lives and men's money.

Men may be busy about many letters, conferences, clippings, studies, visits to cities, may be rushing hither and thither, and yet be giving no adequate social return for their time.

The work of the past year must be judged not by the number of things done, but by the aims of the work, the power and wisdom and the efficiency with which the workers keeping their eyes on the goal have labored, and the results actually accomplished.

**Establishment of  
Recreation Systems** The aim has been to help city after city to secure a comprehensive recreation system with a recreation secretary in charge. Very few now question the value of playgrounds and recreation centers in lessening juvenile delinquency, crime, vice, intemperance,

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disease, in producing better citizens, better neighborhood feeling, and more vital and more wholesome life.

The problem has been to start playgrounds and recreation centers in such a way as to secure these results, for we must face the fact that in some cities playgrounds have utterly failed.

No one would think of going far in the development of a school system without a superintendent of schools and a unified plan of development. Yet only sixty-three of the cities of America employed a recreation secretary or superintendent last year, though nearly 6,000 persons were employed in recreation work. Experience has shown that the importance of recreation is now so well recognized in our cities and the facts as to what can be accomplished so clear, that with hardly an exception any city by bringing in an expert who knows the facts as to what has been done in other cities, can convince its citizens of the need and secure municipal appropriations for a recreation system with a recreation secretary or superintendent in charge.

### **A Few Hundred Dollars— A Recreation System**

The cost of bringing in such an expert and conducting an educational campaign to organize the recreation system on an efficient basis has varied from \$58.56 in a Vermont town of not over seven thousand population, about \$220 in a southern city of fifteen thousand population, to as much as \$2,667 in a city in Oregon.

The Association is repeatedly asked to send a field secretary for five days or ten days. This the Association does not do. You cannot tell until you have tried how long it will take to secure results in any given city. No matter how many other cities are waiting, the Association lets its field secretary remain in a city until what can be done has been done. The secret of the success of the field work of the Association is that its field secretaries when they have taken hold of a campaign remain in that city until all has been accomplished that can be accomplished at that time, and then if asked, plan to return as soon as there is an opportunity to accomplish more.

### **A Million Dollar Investment**

If one had a million dollars free to use in establishing a comprehensive recreation system that would place playgrounds and recreation centers in reach of every neighborhood of the city, he would feel that he had made possible the games and sports

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of the children of every part of that city. Is it less of a contribution through giving personal service, through bringing an expert in, through contributing to pay the expenses of such a campaign, to make a campaign possible which results not only in the setting aside of a million dollar bond issue for play centers but in making every dollar of that bond issue count efficiently in promoting human happiness?

### **A Fundamental Need**

It is because the work of the Association is to help cities establish these comprehensive recreation systems that will run on for centuries side by side with the school systems, vitally affecting the individual lives and the community life of all of us in all of our cities, developing a more alert, responsive type of manhood and womanhood, making all life more worth while, making the cities to ring more with the hearty laughter of joyous children and with the songs that come when people have the opportunity to lead normal lives,—it is because of this that the busiest men in America cannot afford not to give time to the play movement. It is because of this that the time of no professional man in America is too valuable to be given to the play movement. If men were ever justified in leaving their homes and going on long military campaigns to defend the security of their homes and provide a safe future for their children, men and women are now rendering an equal service in securing playground and recreation systems in their cities. It is because the play movement is so fundamental to the life of every individual, because in strenuous America it is so essential to the life of our country in shaping our national character, because the unusual development of the play movement in America is one of America's unique contributions to the whole world, that all of us are justified in using our time and our money in the service of the Playground and Recreation Association of America.



## NEWS FROM THE FRONT\*

ROWLAND HAYNES

Field Secretary, Playground and Recreation Association of America,  
New York City

News from the front. What is news? Where is the front? These two questions have been going over in my mind as I have been thinking on this topic. First, there is a difference between news and gossip. I could take up the entire time in giving you the gossip about different cities. Into the field secretary's ear seem to be poured all the troubles and trials of all the groups who are not pulling together for the good of their city, but gossip is not news. What I am to speak of is what actually is being met in three typical cities of my acquaintance.

**Where Is the Front?** Where is the front? We can tell if we know where we are going. One of the fundamental objects of the Playground and Recreation Association of America is to get public recreation systems inaugurated with a recreation supervisor or secretary in charge and the system adequately supported by public funds. That is where we are going. Where then, is the front? The front is where we are going. Our goal is the accomplishment of that object in cities where they have not had that object accomplished. I am going to speak of three cities under three headings,—What the situation was before the Association entered, what it was after the Association took hold, and what was done,—not what I did, but what the Association did. Part of the work was done through me, but much more came from the Association as a whole. Any one of the field secretaries will agree with me that his work would not last three weeks in the field alone, if it were not for the policies being worked out by the directors and in the New York office. Let me first take up three typical cities which I have known, and in conclusion speak of certain principles which have been brought out in these and other cities. Each city is still in the process of getting what needs to be accomplished.

**A City with a Five-Year Recreation Program** The first city has over half a million people. It is a city which has hitherto been doing recreation work piecemeal, but which has decided it wants to work out a five-year program. What was

\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

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the condition before the work of the Association there, and what was the condition after? "Piecemeal" is the word which describes the situation before the work of the Association. There were a large number of groups of people, each interested in important phases of recreation, but one pulling hard to get one thing here, another pulling hard to get another thing there, and another group was sure that no one thing was what was needed to solve the whole problem of the city's recreation. Now the city has decided through one of its most important organizations on a five-year program, realizing that it cannot secure all it wants at once. It has selected what is the essential object for this year, what for next year, and so on. It has worked out a definite outline of what it wishes to accomplish in the way of ideals,—what school yard should be enlarged this year, what next year, and on what definite principles the various facilities should be developed. Then, it has introduced into the charter revision committee a movement for bringing the whole recreation work of the city under one administration. Before, piecemeal; after, a definite attempt to get something. Now, what was done? Three things were done. With a committee of the important organization backing the thing a definite study was made of this year's budget, amounting to \$450,000, affecting recreation under the different departments of the municipality. A study was made of the items, and it was determined which of the items were in line with sound recreation policy, which could wait for later development, and which might well be abandoned. A study of administration was made by people who knew the city, and a plan for that particular city was worked out,—not a theoretical plan merely that looked well on paper, but one approved in its essential plans by the men in the city government who will have the working out of it. Last of all, it was decided that the unification of the work was the first step for the first year.

### **Through Interest in Dance Halls to the Whole Problem of Recreation**

The second city was a city of a quarter of a million people. It is typical because it was interested in one phase of its recreation work,—that is, its dance hall problem.

Several people had become frightened about the dance hall situation. A certain amount of good recreation work being done in the summer and under private organizations in the winter, and a group of people scared about the dance

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halls,—that was the condition before the work of the Association. After the work of the Association a committee was organized with people of the right type who could get things “put over” committed to a definite program. They were convinced that the dance hall situation could not be settled in isolation, that the mere passing of an ordinance would not settle the difficulty, that the recreation system as a whole must be tackled. The description of the committee organized can best be given in the words of a resident of the city: “This is a bunch of highbrow uplifters. We do not think it very important.” The committee was at first made up of “highbrow uplifters,” but to them were added some people who are acquainted with what needs to be done, people who have “the punch,” who can get something done. That committee has been organized and committed to a definite program. Now, what was done? The desire for a dance hall investigation was met, but after talking with the committee the relation of this problem to the bigger problem of the whole recreation of the city was worked out. Some of the far-seeing social workers of the city were convinced of it.

### **First, Investigation Then, Accomplishment**

The third city was smaller than these others, —about thirty thousand, a city which plans to make itself the best city in the world to live in. The residents are very certain now that it is the best city in this country. They pay their superintendent of schools as much as cities of four and five times the population pay. They are convinced they want to have their schools the best in the country. A small, but very wideawake community. They showed their alertness by making a social survey, and after that were convinced they wanted a recreation survey. It was impossible to turn them into activity without making that survey. They wanted to know what to do and why they were to do it. Here is a city interested in investigation changed into a city ready to do something, accomplished partly with the survey and partly by pointing out what must be done to satisfy their wishes.

### **Four Principles**

Out of the work in these three and other cities have come the following four principles.

First, that generalship is necessary. I do not care where it comes from, whether from the Playground and Recreation Asso-



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ciation of America, or the local people, or where. Every city I have spoken of seems to impress one during the first week one is there as the most mixed-up mess one ever saw. It reminds me the college rushes in the old days when everybody was dead set on getting somewhere, although not everyone was convinced all were going the same way. Generalship from somebody is necessary.

Second, real success is never due to any one force. The Playground and Recreation Association of America contributes a good deal to different cities, and yet the fundamentally successful city can never look to any one organization as the source of its success. There may be a dozen groups, all of whom are perhaps working for the good of that city. To a city the Association has contributed something, a local group has contributed a good deal, another group at loggerheads with the first group has contributed a lot more,—there are three groups, none of which can be given entire credit for success.

Third, it is necessary to realize that it is not possible at once to take the final steps in administration in many cities. We are spending much time discussing whether the recreation of a city should always be administered under the auspices of the school board, or always under the park board, or whether there should always be a recreation department separate from all other boards. I know of one city where recreation was put under the school board ten years too early,—where a form of administration was forced upon a city not ready for it, and the result has been failure. We cannot set down definitely what form of administration will be the final form. Certain things have got to happen this year, and certain other things next year, before we can take the steps for the year after.

Fourth, the last principle is this: that recreation administration is not a problem by itself, but is tied up with the fundamental problems of city government. It has been so forced upon me that I see clearly that this problem cannot be solved in isolation. Certain things we should like to have go through for the sake of recreation alone might be definitely harmful for the city as a whole, hence we must consider the whole problem of city government.

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CHARLES F. WELLER

Associate Secretary, Playground and Recreation Association of America,  
Lawrence, Kansas

It has seemed to me that one of the great American dangers is that of auto-vaccination. Of the five hundred thirty-three cities which had playgrounds last year two hundred forty-eight had no supervision. They at least are in definite danger of having such poor playgrounds that their communities will speedily become discouraged and will say, "We have found playgrounds are no good," and the whole movement thereby will be set back ten years or more. Obviously the situation is like that described by one of the speakers yesterday—a good playground beginning five years ago with \$7,300 appropriated, but with so little understanding of what the play movement was that a year ago the original friends of it said, "We are done with it, and will never appropriate money for it again." Because the Playground and Recreation Association of America was able to send a man able to arouse the city to an understanding of its own needs, an appropriate program was developed and a public opinion capable of putting through this program was cultivated. In our field secretaries we have the means by which we may adequately fight the danger of auto-vaccination against playgrounds.

### **For All America**

Another great need is suggested by the story of the carrot. Do you remember the very selfish woman who was suffering in torment, to whom an angel came down from heaven and said, "Cannot you remember some good deed you did during your life on earth?" She answered, "No" again and again, until finally, when pressed by the angel she answered, "Yes, once in the market square of my town I gave a carrot to a hungry woman." The angel took that carrot, and giving one end to the woman began lifting her toward Heaven, and as the woman ascended her feet were seized by the tormented soul of the poor woman to whom the carrot had been given in the market place, and her feet were in turn seized by other tormented souls, and theirs by others, till there was a long line of tormented souls being gradually drawn

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heavenward out of Hades. Then this selfish old woman said, "This is my carrot" and began kicking to rid herself of the others, but instead the carrot broke and all fell back into the place of torment. Now, we cannot expect to have in our various communities the adequate recreation program we need until we learn to take an unselfish and American point of view. How many playground leaders do we find who say, "No, do not make an appeal for the national association in our town because we have money to raise locally?" Until we learn to look at this matter from the professional point of view, until we learn to see that all American children are our children, until then we are not going to be granted the vision in our own individual communities. We are looking for generosity in our various cities, and it is not to be developed out of selfishness. We everywhere need to be generous and broad, and to care as much for the country community, nay, even more perhaps, than for our own cities. And this because the peculiar problem of today and of the next ten years in America is a rural problem, and through some such outlook I hope we may get an adequate vision of what there is in this recreation movement.

### **Let Us Look at the Quality of Life**

My observation is that America is suffering a loss in the quality of life as well as in quantity. We know about race suicide,—we know that we have suffered in the quantity of life, but have we thought so much about what America has been suffering in the quality of life? Get the list of games people used to play and find out how many boys and girls of today know those games. Think of sixty-four per cent. of the boys and girls outside of school hours doing nothing at all because, as they said, "Nothing to do," and this in Richmond. And if this is true in Richmond, and in our other cities, what a call there is to us to do something more than provide picayune little playgrounds without people on them to teach the children who come there something to do. When I go into a town filled with this vision which all our leaders have, and see the tremendous possibilities of this thing which means the life more abundant, and when I find the whole thing is centered in two or three poor little playgrounds open only two or three months a year my heart fails me. Surely we need such a broad vision of recreation that our industries will feel it, that our schools will feel it, that our



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churches will feel it, that charitable and correctional institutions will feel that recreation can solve many of their problems to a large extent, that in commercial recreation we shall have at least two advance measures,—better supervision and better substitutes that will give a chance to adults to get into the game, a chance to exercise their old muscles and shake their old feet and thrill their old hearts!

### NEWS FROM THE FRONT\*

FRANCIS R. NORTH

Field Secretary, Playground and Recreation Association of America,  
Boston, Mass.

Some interesting things have taken place in New England,—in Boston, in Providence, and other communities. There is a tendency in New England to gather together the administrative forces in the large cities along natural lines, to recognize the necessity of expert direction, and to bring about results by effective administration. In some places results have not yet come,—we are still in the process; in others we have already seen definite results. Every effort is being made to turn people's attention toward efficient administration with a recreation director, a recreation secretary, or whatever he may be called, at the head, and with an effective power to back him up. That is the purpose of our field work at the present time.

In some communities this involves of necessity the creation of public sentiment; in others we can immediately enter upon the second stage, and get in touch with the live wires; in still others it is a matter of merely attempting to influence in the right direction the powers that already exist.

**Many in One** Boston has done it. There is a great consolidation of recreation interests,—the park department with its wonderful system of parks with great opportunities in them largely undeveloped, with a system of playgrounds in each and a good deal of activity already,—there are already forty playgrounds in the parks, and certain other facilities,—has been united with the Public Grounds Department, which includes the Common and other smaller spaces all over

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the city, with the Bath Department with a large system of outdoor baths and municipal gymnasiums, and with the Music Department which gives indoor and outdoor concerts,—all have been united into a Department of Parks and Public Recreation. There is to be an officer in charge, a director of public recreation. This is a situation that has in it great opportunities if effectively administered. The most significant thing that has occurred in the way of activities in Boston is the opening of recreation centers in the school buildings, largely an outgrowth of the successful experiment of the Women's Municipal League in East Boston a year ago. The playgrounds under the Boston School Committee in the spring, summer and fall of 1912 extended their activities considerably, and there again is an indication of growth. Another is in the use of the metropolitan parks. An important precedent has been established in the opening of a large Boy Scout Camp at the Blue Hill Reservation. These things point toward the gathering together of activities under effective forms of administration. Our problem is still before us in Boston, but we are headed right.

### **Progress in Providence**

In Providence, for a number of years children's playgrounds have been conducted in the summer by the Playground Association in such a way as to make considerable impression upon public opinion. This year has witnessed a careful guidance of opinion along much larger lines. A Child Welfare Exhibit was followed specifically by a recreation survey of the city. The leaders now recognized their problem. About two weeks ago legislation was passed creating a Board of Recreation for the City of Providence, very much along the lines of the Philadelphia plan. A recreation secretary in the coming year will administer not merely the playgrounds of the Playground Association and those of the Park Department, but the so-called city playgrounds, in the school yards. The movement for the opening of school buildings has started. The ground has been ploughed. We hope and expect next year our first buildings will be opened in Providence. We expect a field house in Garibaldi Playground. And by the way, the Garibaldi playground in Providence is a place for New England people to visit. It is in the most congested section of the Italian population, and is open from nine in the morning until nine at night.

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Providence has developed an effective form of administration by which the mayor has power to appoint the recreation commission of which he is a member ex-officio. Associated with him in the same capacity are members of the park commission and the chairman of the school board, but the majority of the commission of nine is made up of citizens appointed by the mayor. They have authority by the consent of the city council, to take charge of certain grounds. They may have charge of certain sections of park grounds the use of which is granted to them by the park commission. They may also have charge of such school yards and sections of school buildings, as are granted by the school committee, and they have the usual power to accept titles to property from private individuals.

In Newport a form of administration has been suggested and doubtless will be developed very much the same as in Providence, centering in the employment of a recreation secretary for the city.

**Recreation Legislation** Another tendency in the New England field has to do with legislation. In 1908 a referendum law was passed in Massachusetts authorizing cities of ten thousand to decide whether or not they would have a playground, the specification being made that for each additional ten thousand there should be an additional playground. Practically all the cities and towns of over ten thousand voted on the proposition, and all but one or two favorably. The interesting point is the work that has been done largely through the Massachusetts Civic League in stimulating the same kind of activity in towns of five thousand and over, not necessarily by referendum vote.

**Things to Be Thought of** The recreation development should build on local traditions as long as they are good. Where the school board has recognized the educational value of play, has commenced to widen its activities in its own buildings, there is likely to be fairly long tradition which might be lost by a new plan which did not take it into account; where the park board has had on it broad gauge men who have recognized the human factor; who have proved that they are men of vision, in plans for administrative form they should be counted upon.



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All that is good in each agency doing recreation work in a city should be conserved when the work is unified.

I am more convinced than ever that the location of an expert year-round director of recreation is the solution to the administrative problems of recreation of the city. It is the only means in most cases that will actually bring results in the form of activities for the individual because the trained man or woman on the job all the time will have constant acquaintance with local conditions, and bring to bear the experience of other places in a much more effective way than could be done by the occasional seeking of information by less experienced people.

I believed that each community needs a process of self-discovery. It is difficult for us to take the things we have learned in one community and say, "They do this elsewhere; let us do it here." A survey is not the only means of self-discovery; it may be something briefer. It may be the investigations of a few individuals. It may have something to do with a publicity campaign. There is value in the process of a community's discovering its needs. It is the only basis for permanent results. I do not believe there is any specific that can be applied to the ills of every community.

## NEWS FROM THE FRONT\*

JULIA SCHOENFELD

Field Secretary, Playground and Recreation Association of America,  
New York City

### **Diagnostician and Physician**

The field secretary is not only the diagnostician of the city that he visits, but physician as well, in his treatment of the social conditions of the community. His business is to study social relationships, to seek out the salient facts relative to the social life of the people, to prepare the way for the establishment of normal and adequate recreation opportunities under trained and scientific management. He must be able to suggest practical remedies for deteriorating influences; he must not only plan a comprehensive program that will appeal to those who see the

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value of a good system, but must interpret this value in terms of character building and in developing citizenship; he must plan so that he will convince the unbeliever and the hard-headed business man that constructive legislation and trained leadership are as essential as playgrounds, public gymnasiums, public baths. Each city presents an individual study. In three cities during the past year, cities absolutely different in topography, in municipal management, in traditions, in educational opportunities and in the opportunities afforded for social welfare, such a work has been attempted.

### **Letting the People Know**

Montreal in October, 1912, presented its first educational movement on a large scale for a better social and educational future in a child welfare exhibit at the cost of many thousand dollars. A careful survey of the city's conditions brought forcibly home to the city of Montreal that it lagged behind many other cities in offering solutions for existing social problems. The city in ten years had doubled its population, but had failed to recognize this, and many undesirable conditions had developed. It was woefully behind in offering play or breathing spaces to its people. Seven playgrounds, conducted by private funds and a small appropriation from the city, open two months in the summer, reached a very small percentage of the city school children. Though the third wealthiest city in the country it had the smallest park area and had spent practically nothing on furnishing recreation opportunities. This was due to apathy, indifference and lack of knowledge as to what really existed, and ignorance as to the opportunities a city could and should furnish for its citizens. The field secretary helped the local workers to centre all efforts on educating the public to see the value of expending a large sum of money for the development of playgrounds, to convince the church, as well as the city, that social centers were absolutely essential; to suggest and to show how building laws were inadequate; home recreation impossible in quarters with housing conditions comparable to some of the worst found in New York a few years ago. It meant welding together groups which were not sympathetic; educating people to the larger use of the leisure period. It meant showing to the politicians that a rightful expenditure of the city's funds for recreation was justifiable, in fact was absolutely essential,

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if Montreal should make forward strides on the side of civic betterment. In order to bring this about a plan for definite work was submitted. Playground sites were chosen; recreation activities suggested in the use of public buildings. An appropriation asked from the council will be granted. Recent letters report great progress. This summer will see in Montreal well organized playgrounds under proper supervision. A recreation secretary will direct the work and under him organized work will be continued throughout the year.

### **Equalizing Social and Economic Progress**

St. Joseph, which was visited in January, 1913, presented the same apathy that was found in Montreal with additional problems.

In this community not only was the playground work inadequate, but the playgrounds that existed had been under the supervision of the janitors of the schools until last summer when a few teachers were employed. Playgrounds were open only two months of the year.

Some of the citizens began to feel that St. Joseph, the oldest city in Missouri, located on the river, complacent, self-satisfied because of its great wealth, had been absolutely indifferent to the social life of its citizens. St. Joseph had been willing to test its citizenship by its crops and by its business. It had been indifferent to the destructive influences affecting its social body; its moral health has been glossed over by the politician and by the business interests so that to-day a large constructive work is necessary. A city of 70,000, yet the only opportunities afforded for recreation came from the commercialized amusement enterprises. Those who wished to change this condition asked for help in an investigation of these commercialized amusements, which revealed a laxity of law enforcement; low moral conditions; in many dance halls no protection for those who frequent them; a laxity in law enforcement relative to the structural safety of the public places of amusement; an indifference on the part of many to the vices that were found in the billiard and pool places, excessive gambling, all of which was contributing to juvenile delinquency.

While the survey was not intended as an exposé, its publication aroused the citizens. Time, personality and money are needed, and I am glad to say the citizens are responding, and the time is not far distant when a recreation commission will



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be established, a recreation secretary put in charge. Already constructive legislation is before the council. The only delay in working out the plan at once is due to a lack of funds. Re-assessment of property values is under consideration, and before long it is hoped that funds will be available.

### **Harmonious and Unified Advance**

Denver, the last city visited, presented a third problem. Here the field secretary brought into harmony all agencies doing recreation work. Denver has done fine recreation work, but politics had permeated the various departments and the playgrounds had been exploited. The park board had begun to establish playgrounds in the city parks with the idea that equipment constitutes a playground. The school board had a system of playgrounds well equipped where supervision was especially emphasized. The other recreational resources—public baths, gymnasia, public concerts, were supported directly from the mayor's budget; the public amusement inspection was under the fire and police board. In fact in Denver there were four heads for one business, with political strings attached pulling in all directions. The local Playground Association seized the idea of uniting all these interests under a central commission to insure efficiency and economy. An amendment to the city charter was framed to create a recreation commission, providing for sufficient funds for the development and maintenance of recreation work through a special tax levy. Political issues were brought forward so that this amendment submitted in the spring of 1912 was defeated.

At the request of the local organization, the field secretary went to Denver and revised the former amendment. With the realization that Denver has been long suffering under the burden of excessive taxation and that there really was enough money in the city treasury to take care of the recreation of the city without injuring any other department in the city administration, the old plan was set aside.

A new amendment was suggested creating a department of recreation composed of five members, appointed by the commissioner of property. These members serve without compensation. The money for developing and carrying on all kinds of recreation work was provided for by diverting one-eighth of the special tax levy for parks and boulevards to the depart-

## *A NEW DEPARTMENT OF PLAY AND RECREATION*

ment of recreation. In addition to this the amendment makes mandatory appropriation of such additional sums as are necessary to maintain the work from the general budget. This plan has been approved by all of the active agencies and has the cooperation and support of the newspapers. The public is being reached through addresses and discussions in the women's clubs, parents and teachers' associations and other civic and social groups. The amendment comes before the electors with the united support of all those who care for the cause of public recreation.

## A NEW DEPARTMENT OF PLAY AND RECREATION

George E. Johnson, formerly Superintendent for the Pittsburgh Playground Association and Professor of Play in the University of Pittsburgh, has been secured by the New York School of Philanthropy to direct its new department of Play and Recreation which will be opened for the academic year beginning September 23, 1913.

This is good news to all interested in education through play but especially to those seeking more thorough training for leadership in the various lines of activity in play and recreation. Probably no man in the country is more able to direct such a department and bring to his students technical ability, a wealth of laboratory experience and the spirit of play itself.

The School of Philanthropy is to be congratulated upon the opening of this new department and upon its selection of Mr. Johnson to head it.

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## SOCIAL CENTER

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The Playground and Recreation Association of America wishes to secure individuals in all parts of the country to act as agents for THE PLAYGROUND.

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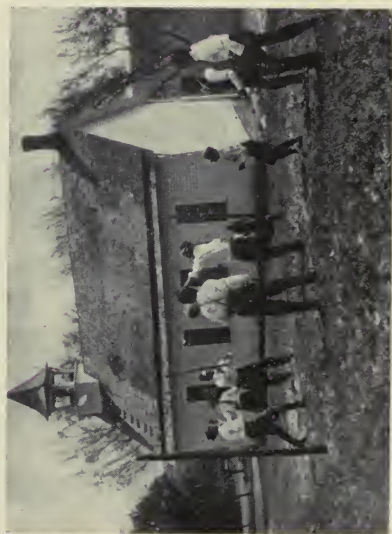
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THE SIOUX DANCE, RED RIVER PAGEANT

## THE RELATION OF PLAY TO A CIVILIZATION OF POWER\*

RICHARD CABOT, M.D.

Boston, Mass.

### **Adherents of a Doctrine of Which They Never Heard**

The play of grown-ups interests me more than the play of children. Children *will* play. But grown-ups, as I know them, very often do not. I want to inquire in the first place whether you can answer the question why they do not play. I think it is in part because of their belief in a doctrine which they never heard of,—that of Herr Groos in his book, "The Play of Man." Though the great public does not know that book, still it acts upon it. Groos' book is a great book, one of the most delightful to read, because in a gossipy way he tells you about the games you have played and about the good times you have had playing them. As long as he does that you are satisfied. But when he gives you his theory, then he dissatisfies me, though I realize that it has been accepted, though quite unconsciously, by the grown-ups of this country. His fundamental theory is that play is a preparation for the serious work of life, that the real reason for play is to get the muscles and mind ready to do something much more important, namely, the serious work of after-life. That seems to me an inversion of life. In so far as it is really serious it seems to me poor stuff. Most of us, as we watch children and how they do their work, and then compare it with the serious work of after-life, cannot help seeing the irony that such a bright and joyful thing should be a preparation for such a drab and discouraging thing as the so-called serious work of grown-ups.

### **Seriousness and Play Not Opposites**

Let us consider a little what the true place of seriousness is. Most people think that seriousness and fun, or play, are necessarily opposites, that you have to have either the one or the other,—or if they do not think so they act so, which is worse; and yet no one who knows anything of Becky Sharp, or Lowell's Bigelow Papers, or the people in Shakespeare, especially the fool in King Lear, can help seeing that a man can be most serious and most

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913

## RELATION OF PLAY TO POWER

playful at the same time. As Shakespeare saw it, as Lowell saw it, as Thackeray saw it, there is no possible opposition between the two, although we have this wrong habit of separating them in what is called the serious life of our later years. But seriousness seems to me really a residual state in which people live when they are not vigorous enough to do anything else. When you hear a great preacher he does not impress you as primarily serious. He is serious, of course, but he is better than serious. If he is a great preacher he has power to inspire to righteousness. So in any great man of that kind, you do not think primarily of his seriousness. A man at a funeral, if he is abandoned to his grief, if he has no triumphant love for him that has gone, may have nothing better than a decent seriousness as somber as the trappings of the occasion which are such an awful inappropriateness for the glorious dead. So, the newspaper editorial, when it cannot be crisp and pungent, or militant and ringing, or bright and funny, is serious. It is not a crime to be serious. We all of us pass through in each twenty-four hours two zones of seriousness,—in the morning before we are quite awake, and in the evening hours just before we go to sleep. If this matter were confined to those hours we should not complain, but the trouble is that this mood is prone to invade the other hours of the day. Some mornings I have looked out of my window and seen a heavy, mournful troop of individuals dragging their way along the street, beating a barbaric tom-tom with their feet upon the pavement. You would think from their drooping mien that they must be some horde of the discouraged proletariat about which the socialist tells us. But they are the prosperous business men, the bankers and brokers, going to business in the city. They could not look more discouraged, but it is nothing but seriousness, they not being quite awake. Contrast with them the way any four-year-old goes about his business in the morning, and the wonderful improvisations suggested by his step on the pavement. He is not merely fooling. There is a definite serious intention of getting somewhere underlying his skips and jumps, but seriousness is not in the foreground and is not overwhelming, as with the so called serious adult. The serious adult in the morning hours is really like a tenement of clay going down the street, but the soul is left behind, or it has already reached the office.



## RELATION OF PLAY TO POWER

It is the same with our clothes especially for the male portion of the race. We use them in a serious manner, because we are too sleepy and too bound by custom to do anything else. We accept what our neighbors push at us simply because we are so serious.

### **Why Should Morality Be Serious?**

One of the worst things, it seems to me, that has ever come about in relation to this seriousness is its unfortunate association with morality. Why morality should ever have come to be associated with seriousness I cannot imagine. God never put them together, and it surely seems to me the business of man to keep them asunder. If, then, we realize what it seems to me we can only agree upon if we think about it, that seriousness is a residual state in which people fall when they have not life enough to do anything else, we shall not contentedly rest in the spirit of Groos, having grown up into the position in which we no longer do anything that children ought to do. We should realize that it is our business to play if we are to keep our souls alive, and that seriousness pure and unadorned is death.

### **Look to the Give and Take of a Game**

Now, what are some of the criteria of good and bad play? All play is good, but some play is better. The first is the degree of give and take that there is in a game. I like to start with some of the more elemental plays that we see in children before they become at all sophisticated. Any child likes to play charades where the game is to get a meaning across. The words may be simple, but to get them across, just the actual process of giving and receiving, has a great appeal in the child's life. I once had the privilege of taking care of a butcher, some part of whose last beautiful weeks of life I have told of before in an address prepared for this Association. He exemplified many more things than I told of there. I am thinking now of the way in which he, with the homing instinct in his latter days of life, came back to the simple process of getting a meaning across. He took pleasure in receiving the simple questions I would ask him about his life, and in returning an answer to me he would smile because he enjoyed the process of give and take, this man a very few days away from death. You can classify all the games into the better games and the games not so good on the

## RELATION OF PLAY TO POWER

principle of the amount of give and take in them. As an old baseball player I should of course put the national game at the head of all in this respect. You cannot help seeing in the great game the greatest variety of give and take. Every ball the pitcher gives and the batter takes or tries to take, every ball the batter hits, gives opportunity to every one in the game to take part,—and so every flashing change of the game gives a new combination which never before occurred in the history of the world in exactly that same way.

**A Less Glorious Class** As you go over the games in Herr Groos' book, such as baseball, football, tennis, you see the obvious play of give and take. The same thing will be found in boxing, wrestling, or fencing, and other indoor games. In contrast to them we come to a rather less glorious order of games, where give and take is true to a less extent, as with sailing, swimming, skating, coasting, track athletics,—all splendid activities, but inferior to the others I have mentioned, because there is not the same quality of give and take. A man does not put the shot or run a mile for the mere fun of doing it. There must be the stimulus of competition. So with jumping. When competition is the only thing in the game, as is practically the case in track athletics, it is inferior to games where competition is present but is incidental to the great virtues of give and take.

**Good Games Have Form** Next to that supreme virtue of give and take comes the question of form. The good games have form. The formless games, like the formless elements of every phase of life, tend toward trance, toward a sleepy state. These games are also characterized by an excess of rhythm. It is the excess of rhythm which is one of the worst features of a game. A rhythmic sound, or a rhythmic sensation, puts to sleep, like the stroking of the forehead, or the ticking of the clock, or a slow monotonous manner of speech. The excess of rhythm in certain degenerate forms of poetry or music, has, I think, exemplified the same thing. Rhythm gets on top and drowns the soul. We tend in such things to kill time. The strongest possible contrast between our art and our games is that we do not want to kill time, we want to make it more than ever full of life. The more formless sort of games, then, whether or not they tend toward this rhythmic and trancelike state, are

## RELATION OF PLAY TO POWER

the type that we recognize at once as lower. When boys merely fool around, or engage in sports of a higher order but still those of little co-operation all that sort of thing is too formless to have the qualities of the better game.

**All the World a Stage** The higher forms of games always have the element of acting, of impersonation. Did you ever think of it in games like *tag*, or *I Spy*? The touch of the hand brings with it the mysterious glory of being "it." How the individual is transformed into this glorious and dangerous office, is suddenly brought into it by the simple act of the laying on of hands! All play is full of that sort of impersonating. If we could play these simple games in costume we should understand this phase of it better. The need of such costumes shows the impersonating that there is in all serious play. In baseball the man who assumes the character of baseman is acting a part, and this is what we should expect from human life everywhere. In work, for instance, it is wonderful the impersonations we go through. In the early days, when I began to play that difficult part of the medical student,—how serious it was and still more serious and difficult was the putting on of the cap and gown of the doctor, the doctor who was supposed to solve all the great problems and to whom all the troubles of the community were to come, and the young man with his sheepskin suddenly has to don the mantle of that character. In love, what man has not trembled before the thought of assuming that dangerous role of husband. It is natural that impersonating in play should be essential to perfection.

**Deep Human Life in the Ability to Be a Good Winner or Loser** The point to which I want to give the closing word is that those who take part in good play can be good winners or good losers. There is deep human life in that ability, and a great deal of training for politics, and civic life of all kinds. You know the individual who cannot be a good loser, and the sort of figure he cuts. The Central American republics exhibit that trait in politics. The side that wins grabs all the offices, and the side that loses shoots those who win. They have not been properly trained in the spirit of play. It is as hard to be a good winner as it is to be a good loser. Those in charge of important athletic teams are just as much afraid the men will not be good winners as they are that they will not be good losers.



## RECREATION AS A NEIGHBORHOOD INSTITUTION

These qualities I would ask you to notice in so far as you are trying to educate yourselves and the young people of this country in the good and bad forms of play,—the quality of give and take, the variety and richness of it; the definiteness of form; impersonation, character acting in play; and the capacity to be good winners and good losers.

### THE RECREATION CENTER AS A NEIGHBORHOOD INSTITUTION\*

JOHN ELLIOTT, Ph.D.

Hudson Guild, New York City

#### **Technique Useful Only in Its Effect upon People**

The chief interest which this gathering has for me is in the thought that the personalities of the different leaders of various groups have the opportunity to become effective with the people directly. I must confess that I am not so particularly interested in technique, either that of art or of playgrounds, save as it is effective with people. A physician was once asked, "How do you treat pneumonia?" He answered, "I do not treat pneumonia. I treat sick people." Social workers often forget that they are working with people. I am skeptical about this wonderful personal influence. I would back a dish of ice cream to produce an immediate effect quite as much on any group as this marvellous magnetic power. We must get further than that. We must see that all the technique we have is only of use if it affects people,—not the order that is kept, not the motions that are made. I have been living in a district made up of rough Irishmen for twenty years, and can truthfully say that I have never been disobeyed when looking at a man or a boy. I do not care much for that kind of influence.

#### **How Much Is the Self- Shaping Element Stimulated?**

What is the social effect of the playground? It is not to be told in numbers. We cannot be sure unless we know what the human effect is. We can measure the human effect in this proportion—in so far as it stimulates the self-shaping element in men and women, and its developing, self-shaping

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 9, 1913

## RECREATION AS A NEIGHBORHOOD INSTITUTION

influence upon boys and girls. The best definition of character I ever heard is that "your character is what you are in the dark." We are all very well behaved now. The question is not that, nor can the boys and girls behave when under our eyes, but how will they behave this afternoon after we have left them. That is the real question.

The interest I would have in any local center would be in how far that center is really a self-governing center, how far the self-shaping element in the different groups is being made manifest. My people come from New Mexico, where they are trying to redeem the soil. They cannot do it except by irrigation. So, in our drearier neighborhoods we must fertilize the soil, but we shall not produce this effect by this wonderful personal influence save as it affects the people and makes them different themselves.

### **Of the People and by the People**

It is bad enough to have the old military methods of discipline that exist often in the schoolroom, but I maintain that our cities are what they are because of the military discipline; and because we have not adopted the democratic methods which belong to our country the government is so far removed from the people. These local social centers for play are going to play a big part in the life of the nation if the citizens have a chance to take part in and conduct their own entertainments and amusements. People should be given an opportunity to conduct these things themselves. We want the specialist in charity, the specialist in amusement, but the specialist never will be really effective until he brings out the self-shaping powers of the people by co-operating with them to carry on this work. We should not dare to look at poor people simply as objects for receiving this or that, but as those from whom things may come.

Now all this talk about technique is right. We must have technique in social work, but what we have will be of little use if it is used as a great many of the Charity Organization Societies use it, when they say to the people, "You do this, or I will give you no money." They never look at those people as people who may possibly have a little common sense, but as people to take orders. Few of us live up to our faith, or belief in the most noble sentiments taught by the ethics teachers. The schemes of social workers remain socially dead unless we find some way of

## RECREATION AS A NEIGHBORHOOD INSTITUTION

calling out from our people their social powers. That is the human technique, and that is where we most often fail.

I plead with you to get people socially active in groups. Our local centers and schoolhouse centers are assured for the future, provided the city does not take them and run them like so many mechanical devices. That is where we are likely to fail, and that is our big aim,—to bring up our people, to call out their social character. Give them responsibility. In our neighborhood we had a kindergarten for a long time and gave lectures to fathers and mothers on the duties of parenthood. We have quit that kind of nonsense and instead help the mothers to see to it that the babies in their neighborhood do not die of consumption. They are enthusiastic about it, more than willing to look after their neighborhood, and to see that the organization of the neighborhood is truly helpful. What is the use of curing a man of consumption so that he may die of delirium tremens? And yet that is actually what happens.

**What Is the Word of Power?**

For every one in the world there is a master word. For the man it is home and wife; for the woman it is home and the child.

Nobody wants to receive charity; everybody wants to give it. It is on that democratic side that we have failed. There has been too much of the individual social worker; there has been too little real and genuine social ethics. We do not know much about teaching social ethics.

We have got a great cause in recreation, because people care for recreation more than for anything else. There are many of our young people who only live from the hour work lets out at night to the hour it begins again in the morning. They want freedom. From all these factories where children work they want to get out and express themselves. They will do it in bad ways if they cannot do it in good ways. The big moral, social things of the world can call forth their enthusiasm. We must strike deep or our cities will fail. Those people for whom we work so hard will fail too.

I want to impress the question of organizing the neighborhood, bringing in the mothers to work for the babies and the men to work for the neighborhood, the young fellows to organize sport, the girls to work for the home. Never will the best work be done without this neighborhood organization.



## RECREATION AS A FUNDAMENTAL ELEMENT

The big bathing and swimming pool in our neighborhood was got by the men of the neighborhood, who said, "We need it for our children," and the city put up a \$150,000 building for it. The baths will do much good, but the fact that they got it will do a great deal more good.

### **The Note Divine**

I was in a cheap theatre one night when they were having amateur night. People were trying for the prize. I was very much depressed by it all, and while I was wool-gathering suddenly I became aware that something good was going on. The amateur who was upon the stage had reached the chorus of a popular song that everybody knew, and they were all joining in. It was an ordinary song, but there came from that audience a great, beautiful note, exquisite and wonderful. The amateur screeched and howled, but the reaction he got was deep and fine. That to me was the expression of that common, human, co-operative power of things, the thing that has made governments and changed them, the thing that destroyed the order of the middle ages, that swept away feudalism, and brought us to the age of contract, that common human power in man. I have heard men pray in chorus, and felt exactly the same thing. To touch the social spirit in people,—that is what we need technique for, to call forth the creative power in men, and to get away from the awful individualism bred in us. Colleges train up the individual, and say to him, "Go out now and sic 'em." The co-operation of common life is yet to be realized among us, and in our play we have the greatest opportunity to realize it because people care most for play.

## RECREATION AS A FUNDAMENTAL ELEMENT OF DEMOCRACY\*

MARY E. McDOWELL

Chicago University Settlement, Chicago, Ill.

Play is after all the badge of equality next to laughing, isn't it? The laugh and the play are the two fundamental elements of a democracy. I call recreation a fundamental element of democracy,

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 9, 1913

## RECREATION AS A FUNDAMENTAL ELEMENT

as that seems to me a truth that comes out of my own experience. Perhaps my experience brings me to a conclusion a little different from that of some of you. I have lived so long among unskilled workers that perhaps I get narrow and see everything from the point of view of the workers I live with. Somebody has to, however, so if I am narrow, I still give you what I see and what I have lived.

### **A Democracy Must Have Renewing of Life**

Recreation is to me the renewing of life, and surely a democracy must have its life renewed all the time. It cannot afford not to have it renewed. It cannot afford at all to have the play spirit which is the very essence of the renewing of life die out. Let the play spirit go out and old age has come upon you, no matter how many years you have lived. The sad thing is that in our city life we have many young people old before their time, who have lost the power to renew life through play, have lost the power to be mirthful, to laugh with glee. There is a touch of the cynical in their laugh that makes me heartsick. A year ago last summer I was in Birmingham, England, the day of the annual picnic given the children they call the ragged robins. There were about three thousand of them marching to the picnic trying to look cheerful. I have never seen such a sad sight,—and may America never see such a sight,—as those three thousand little ragged children who tried to be gay, and could not be. With no color in their cheeks, no brightness in their eyes, no play spirit, they dragged themselves along to the train that was to take them to the picnic. That was in Birmingham, the great industrial city of England. That was the human product of that city. The best minds in America must begin to think about the human product of its industrial communities, must begin to put their minds upon something else than the processes and products that bring profit. America could not stand many such processions as that of Birmingham. We have not quite got there yet, but we have all the conditions to make such a human product if we ignore these conditions and let them go on.

### **Can There Be Renewing of Life without Leisure?**

We talk about this recreation, this renewing of life, but how can we have it without leisure? How can we renew our life if we have but one day in seven after a week of tremendous pressure of the machine behind us? How can the girl who sews on a machine that makes forty-four thousand stitches a minute, watching the

## RECREATION AS A FUNDAMENTAL ELEMENT

needles that go back and forth like a streak of lightning for ten hours, sometimes twelve hours, every day in the week, when Sunday comes be fit for recreation if we offer it her? Is she fit for it in the evening? Are the boys fit for it? I must say I am disheartened about them all. Those who go to work at fourteen years, not having completed the eighth grade in school, up to the age of fourteen have been bright and quick and full of fun, have had the spirit of youth and have loved to play games, have even shown their ability to play charades and intellectual games. Richter says the child's play is spiritual, the animal's is physical. The sad thing that comes to pass is that the animal gets his full chance, but the child loses his spiritual chance in the benumbing process of the factory, the store, the shop. We are putting our boys and girls, at that period from fourteen to sixteen in an unnatural situation, so unnatural that they cannot keep the power to renew life through recreation, they cannot keep the play spirit, and if they lose it they are old before their time. This sounds doleful, but we cannot ignore it.

### **The Relation of Weariness to Morality**

We have had a great deal of talk lately about the minimum wage and its relation to morality. Weariness and fatigue are almost more dangerous than the small wage. I have known it so. Many boys and girls are so fatigued that they are reckless when the chance comes to have a little respite. I have told before of the girl, a beautiful girl, eighteen years of age, employed at uncongenial work in the stockyards, living that life every day in the week, who when Saturday night came and an older friend pleaded with her not to go to a questionable place, answered (and her answer is a protest against the whole situation), "I am so tired. Saturday night I don't care a damn where I go!" And she didn't. Of course she did go where she ought not to go. She is typical. Another girl said, "I am so tired when they ask me to go, I go." Weariness begets recklessness and the "don't care" spirit in them. They become a law unto themselves. There is among them an anarchistic spirit. They have not had their chance. They were put to work at the very period when they ought not to be put to work. The school did not give them any resources. They are nice looking young people. Some are the children of immigrants but they are mostly of the second generation. The immigrant finds some sort of relaxation in the simple old-country ways,—family reunions, folk dances ;



## RECREATION AS A FUNDAMENTAL ELEMENT

but these young people face us with a problem so serious that we must take hold of it.

### **Liberty Is Leisure**

I asked Mr. Brandeis for a text and said, "I should like to sum up that brief you took to the supreme court of the United States, to show the effect of fatigue upon working women. I should like, with that back of me, to ask for more leisure, for a shorter working day, for a half-holiday that was national so that there should be thirty-six hours of leisure between the weeks of work." He said, "I haven't any text for you, but you know what the great Athenian said,—'Liberty is leisure.'" When we consider the young person working under a boss, to the constant pressure of the machine, at an industry that has nothing in it that is interesting or congenial, that even the young cannot take pleasure in,—we know that somehow we have got to offset it. We have been very much awakened, and twenty-seven states have laws protecting women workers. Thirteen nations have signed an international treaty in Europe against night work for women. And yet the unskilled working women are not organized, and can say no word about the hours of work. We shall have to see that before we can ever offer recreation we must prepare our young people, our young American citizens, for recreation, must give them a chance to renew their lives, must bring back to them the play spirit that has been taken away from them by this constant working at pressure. We are met with this all the time.

The poison of fatigue is illustrated by this incident. Next door to our settlement house in Chicago there lived for one whole winter a Slovak, a little man who could not speak a word of English. He came home from his work in a disagreeable place in the stockyards every night,—and he was not a low type of man, by any means,—and sat by a table near the window. He and his wife would eat something out of a common bowl, and then he would sit by the table perfectly deadened, it seemed to me at first, just deadened. Then after awhile he drank some beer and then took something white, apparently gin or alcohol. Suddenly new life came into the man, and he began to discuss questions of evident importance with an imaginary person across the table, until he seemed to talk himself out, and then he went to sleep. And this happened every night, night after night, as I watched from my window. We have to work to bring back if we can to the next generation a very different recreation. I believe we should work for a shorter work-

## RECREATION AS A FUNDAMENTAL ELEMENT

ing day, even if the unaccustomed leisure is at first misused by some. That is not a reason why we should stop doing everything we can for more leisure time. In England where the shorter day has been established the community life has been raised. Other things helped.

### **More Leisure and Better Use of It**

I do not know whether people are so pious in the east as we are in the west, but when we have only one day in the week for rest, and that the Sabbath day, then people will not ask us to rest in their beautiful places! There is only one place I am ever asked to bring my young working friends on Sunday, and I have been criticized for taking them there. That one day in seven is the great day, the great social day. In our neighborhood the sick people even wait to die on that day. The Poles and Slovaks get married on Saturday night, so that they can have Sunday free to celebrate. It is the one day of leisure when there is no boss over them. It is the one chance. It is a very little chance to know yourself in that one day. The only way we can ever know ourselves is by leisure. There must be a shorter workday, a half-holiday on Saturday, so that there may be thirty-six hours of continuous rest, not merely for women, but for men and boys. The boys need it very much. The securing of more leisure time must go hand-in-hand with securing the wise use of leisure time in the upbuilding of the democracy.

In the discussion following Miss McDowell's address, the question was brought up as to whether it would not be better to wait before giving working people more leisure time until more wholesome occupation could be offered, since at present Monday is a proverbially bad day among workers because of the way in which leisure time has been misused. A gentleman from New Zealand spoke in response:

In New Zealand we have a universal Saturday half-holiday and a universal eight hour law. All the sport of the week takes place on Saturday afternoon. Sunday is more of a home day. There are no games on Sunday, but after the strenuous recreation of Saturday afternoon people find quiet recreation in the home and social recreation in the parks. We have proved that on Sunday night our buildings are not used. In the summer time the night program goes on out-of-doors. After a long experience we have decided to close our gymnasiums after six o'clock unless the people demand that they be open.

## PLANNING RECREATION IN AN INDUSTRIAL COMMUNITY\*

GRAHAM ROMEYN TAYLOR

The Survey, Chicago, Ill.

We have yet to realize the extent to which recreation is linked with industrial efficiency. Jane Addams has pointed out how through all the ages of the world's history there has been provision for recreation,—the stadium and the theatre in Greece built at the same time as the market place, but when we have come to this modern age of industrialism with its monotonous processes, we have tried to get along without recreation. In America the leaders of our industry have come to appreciate what recreation means, and they take their week-ends away from work; and yet the business man's life is a varied one, while his factory operative has the same monotonous process day in and day out. If the business man, with his varied life, must have play and recreation, how much more necessary is it that the men and women and young people, with their life in the monotonous processes of industry, should have play and recreation, and variety!

### **Recreation a Factor in Industrial Efficiency**

As we progress in this recreation movement I am sure we shall find that it has a most vital connection with that American skill, efficiency, ingenuity, which we believe to be a part of our industrialism. If we are to maintain it we must provide for the recreation of the industrial population.

Planning for recreation involves two things—more leisure and a wise use of leisure. Even now the American people are able to use more leisure wisely. The superintendent of a factory in Cleveland, in speaking of the Ohio legislation for shorter hours, said to me, "We fought that bill along with all the manufacturers of this state, but I now believe that since the law has been in operation we have had greater efficiency in our plant. This effort was not only for women, for the movement for shorter hours of labor for the working women was but a step

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 10, 1913



## PLANNING RECREATION

to shorter hours for all employees. I decided ahead of the law to shorten the hours of men's work, and put them upon the same basis as the women." In that factory if a man works over time two hours to-day that is automatic notice that he does not report until two hours later the next day. The foreman complained to the superintendent and asked, "How about rush seasons, when during all the previous years of our history we have had to work over time?" The superintendent said, "Try it," and he added, "In the three months since this has been in operation there has been no over time and we have produced more goods than in any other one similar period."

### **Increase of Leisure Economical**

Perhaps the greatest industry of our country with the longest working hours is the steel industry, with its seven-day week and its twelve-hour shifts. From top to bottom of that industry, so far as the principal corporation is concerned, there has been the contention that it is impossible to reduce the hours; and yet, if we go to one of the Illinois towns across from St. Louis, we shall find three other steel plants the superintendent of which actually came to the conclusion that it was economically advantageous to introduce three shifts of eight hours, and after trying it said, "We find the thing is quite possible economically." Since it was necessary to cut the rate by the day, it seemed wise to get the opinion of the men on this question, so a referendum vote was taken, and without a dissenting vote, to the great surprise of the company, the men decided to accept the eight-hour shift. I asked if the men showed the effects of drinking the next morning, and the superintendent answered, "If that were the result this plan could not operate. The very fact that we are able to continue employing the same men simply shows that they have not used their time in dissipation." That is in a town which has of all industrial towns I know the most meager opportunities for the wholesome use of leisure time,—no Young Men's Christian Association, no playground, no gymnasium, no park. There is one element in the situation which is different from some of the other steel towns, in that most of these men are family men. The superintendent said the reason the men preferred the eight-hour shift was that they wanted time to spend with their families and to do odd jobs around the house.

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### **Exalting the Work but Neglecting the Workers**

The failure to provide recreative facilities in industrial towns of slower growth which were started a decade or two ago is quite natural, for we all appreciate how new this recreation movement is, but the great pity is the failure to provide in the newer industrial towns such facilities, and the failure to apply that same ingenuity, care, thought, and skill in their planning that the best minds are putting into the industrial process. In Cincinnati six factories have recently moved out from the congested centers to the outskirts. One of them needed to get away from the smoke, another to get more room. They established what was called a factory colony. They used certain kinds of machinery that were similar, so they had a co-operative foundry. They must have power, therefore they had a co-operative power plant. The greatest care was taken in laying the foundations for that industry, but when it came to housing and recreation there was no thought whatsoever given, with the result that at least forty percent of the employees live still in the most congested parts of Cincinnati. The managers had to petition the B. & O. to reorganize their suburban train schedules to get the people out there and back. The superintendent told me they had great difficulty in getting people to come out there to live; they wanted to live in Cincinnati where there were moving pictures, and dances, and bright lights. About five minutes later I said to him, "How do you like working out here?" And he replied, "I miss my hour at the club in Cincinnati at noon." It seemed to me he was missing the very things which he found fault with his operatives for missing.

### **A Model Town— without Recreation Facilities!**

Perhaps the most extraordinary example of the failure to provide for recreation in a new industrial town is in the town of Gary. That is a spectacular town, a town of modern foundation, only six or seven years old, built after this recreation movement had gotten well under way. After the conspicuous struggle which Chicago has made and the enormous amount of money spent to get its water-front parks, we find one corporation in control of eight consecutive miles of water front, absolutely cutting the town of Gary off from the shore of Lake Michigan. The industrial control which built Gary made this awful mistake, and now it is necessary for the citizens

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of that town to secure some of the lake front for park and recreational uses for the people. Even now, if they secure the land adjoining that owned by the corporation, it means a distance of four miles around the property of the corporation to get to the lake shore. The extraordinary contrast between the skill of plant arrangement and the lack of skill in community arrangement is amazing in this city of Gary which has been so heralded abroad as a model town. Engineers have worked out with precision the exact radius of the curves for the machinery and yet every workingman who lives in the town must travel a long way around to get to the mill entrance, so poorly are the streets planned. The only two parks in the place are two little beauty spots.

**The Gary Play School** It has been left for the citizens to provide that which the industrial corporation neglected to provide. In Gary there has been worked out, through the splendid public spirit on the part of the citizens not connected with the industry, one of the finest recreational uses of a public school plant to be found in this or any other country. Two schools, one already built and one to be built, provide five acres of playground space, and by a most ingenious arrangement in the school not only of the space in the rooms, but also of the service time of the teachers, every child has adequate opportunity for play as a part of the educational process of the school. The finest of these schools is in the center of the most foreign population of Gary, an extraordinary contrast to the public school built by the corporation at the beginning of this town's life.

### **Group Recreation a Basis for Co-operative Developments**

The value of providing for recreation for the people of these industrial towns is even more fundamental than the mere assurance of our American industrial efficiency. I believe that one of the main advantages of the recreation movement in America is the education of our diverse peoples into the ways of co-operative action. One of those ways is through organization, so that they can secure the leisure which is an essential of recreation. I hail with joy the co-operative and group action which this recreation movement will supply toward the organization of working people to secure the things which they must have. It heralds organization of all the people so



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that we can apply in America some of those co-operative principles worked out in the old countries, the co-operative ownership of houses as in England, and the co-operative stores and similar developments as in England and Germany.

### **Might Recreation Unshackle Them?**

Down below all of the lack of group action on the part of working people to secure that which they must have, lies that failure of understanding between the people who work and the people who control the work they do. At Austin, Pennsylvania, came one of the great and terrible floods with which our country has been too often visited, where in a few minutes some eighty lives were snuffed out by the breaking of the dam owned by the company which was the dominant force in the town. We find that this dam was built to provide water so that the plant could run continuously through the dry season. If the dam had not been built there would every year have been six or eight weeks of unemployment. We find the need of the people of that town for continuous employment so great that although they knew they were in danger they were afraid to protest because they wanted to have assurance of the continuity of their work. The mayor of that city was the superintendent of the company. Of the board of aldermen a large majority were foremen and other well paid employees of the company. In that board of aldermen, because of the industrial control and the antagonism felt between the company and the people, never had the subject been discussed, although they knew their danger. I could not help feeling that here was an extraordinary case of the lack of frankness, lack of understanding, between the operators and the people who made up the citizenship of that town. If in that town there could have been some recreative ground upon which the working people of the mill could have come together even once a year, with some of that free touch-and-go spirit which we find in recreation, might there not have been a more human understanding between these people, so that the men in control of the industry and the people dependent upon them for work could have gotten together and had a frank working out of the problem of the community?

Through recreation in industrial towns diverse nationalities may work toward co-operative group action, with that acquaintance and that understanding which is the prime requisite in civic relations in order to make a democracy a real democracy.

## LIFE FOR GIRLS\*

MRS. CHARLES FREDERICK WELLER

Chicago, Ill.

### **The Girl but Recently Discovered**

Many centuries passed before the world discovered the woman. It is not strange, then, that even this age, which has been called the Age of the Child, did not at once discover the girl. In the midst of countless movements, local and national, to improve the opportunities of the boy, his sisters have been until recently almost forgotten.

The problem of the girls is so much less dramatic than that of the boys. They do not "shoot craps" or "rush the growler." They do not organize gangs to turn pirates, fight Indians or burglarize the corner store. They do not do the hundred and one things that excite our interest, thrill our imaginations and arouse us to emphatic action. They couldn't do these things; society has so long held them back, teaching them a restraint and self-repression, of which it might have been well to impart some to their brothers, and holding before them, enforced by terrible penalties, a double standard of morals not only for the vital, but for the most trivial questions of conduct.

### **More Liberty for the Girl; Less License for the Boy**

You will say that boys and girls are different by nature. Perhaps. But I wish I might live to see the effect upon the human race when for a generation or two the girls have been given more liberty, but not too much, and boys have enjoyed less license. At any rate, it is gradually dawning upon us that the women of the race need more than a negative set of virtues—that the best development of our children demands that fulness of life for the mothers that shall make them strong and fine and broad, able to rise above that pettiness of womankind which has been the jest of the ages.

All through the world's history it seems to me the girl and the boy have been too much differentiated. Even now we begin in babyhood to train the boy in what we look upon as manly traits and the girl in the long accepted virtues of womanhood.

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 9, 1913

## LIFE FOR GIRLS

### **Why Not Preparation for Fatherhood?**

I have known sensible intelligent people seeing a doll in the hands of a boy-baby at the ripe age of six months to exclaim: "Take it away, you'll make him effeminate." That boy-baby loved his doll. Why shouldn't he? To this day, though he numbers almost seven years, he cherishes an affection for a doll which I am very glad to see. To be sure his devotion is not the unfailing mother-love of his little sister. It comes in impetuous flashes, and even when the impulse is on him he is quite likely to carry dolly upside down and to disarrange and dishevel her garments, but some day, I hope, if he has a child of his own, his affection will be all the more tender, his instinct to protection, his sense of responsibility, all the stronger because long ago in his play, which should be life's great rehearsal, he practiced fatherhood.

Now for that little sister—she loves her dolly, and well she may. But if sometime she is the better mother for having been a mother always, she will have a deeper, truer love if her life has been enriched by other experiences that make her power of loving greater and that add to it an intelligent and conscientious devotion to raise it above mere animal instinct.

### **A Doll Not the Beginning and the End of Play for the Girl**

True to the traditions of her sex she cherishes first among her toys her doll with its small belongings, but she loves at times to join her brother in some improvised game with the "wind-up" engine, or to climb on the unresisting back of "Billy Horsey." Even the game of "meccano," which consists of bits of metal to be screwed and bolted together into the most marvelous mechanical devices from a wheelbarrow to a suspension bridge, has its fascination for her. After all, she is only human, and no one has ever said to her, "That's a game for boys only." If she has a brain, and she seems to have, it has a right to be developed as well as her brother's. She runs and jumps and plays. She learned to swim before she was five, and I hope that as each successive sport comes within her grasp she will master it and that each conquest will add to her strength, her vigor, her presence of mind and her self-control. I hope that as she grows old enough she may learn to join with courage, self-effacement and fairness in games—not the petty sentimental games of little girls, but the strong lively sports that are her brother's undisputed birthright. I have faith—so fast is the old order changing—that when she attains the proper



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age baseball may be free and open for girls as well as for boys. Perhaps from such a beginning she may carry into her womanhood not only the effects of wholesome play on mind and body but a habit of play that will make her life happy and wholesome.

### **What Are Their Sisters Doing?**

Have you ever wondered as you watched a crowd of boys playing baseball what their sisters were at that moment doing?

Perhaps they were watching the game, springing forward in eager wistful excitement, straining their muscles unconsciously into motion as they followed the flight of the ball.

Perhaps they were at home helping to sweep the floors, wash the dishes, mend the family clothing, or care for the little brothers and sisters, while the boys of the household care-free sought play and exercise abroad.

Perhaps in some secluded corner they were trying feebly to play those games that tradition and conventionality have permitted to girls.

Perhaps they sat aside, gossiping together, chafing at the slow passage of time before the boys should be free and ready to talk and laugh and flirt with them.

Such a group of girls as the first mentioned are a living refutation of the claim that girls' instinct does not demand vigorous sport. I played games myself when I was a girl and played them hard. I can still feel through all the years since then the pure all-effacing joy of the exercise and the proud moments of triumph when with strength of muscle I held off the boys or with fleetness of foot left them behind me.

### **Three-fourths Liked Games**

In answer to questions asked in preparation for this paper, it chanced that a very informal sort of census was taken in two schools of

widely different location and character. In a Normal school on the Minnesota prairies the question was put to 250 country girls; what sports are most beneficial and pleasurable: games, formal athletics or dancing? Three-fourths of those girls answered, "Games."

### **Preferred the Turkey Trot**

To a smaller group in a girls' finishing school in an eastern city was presented the general question of preference in play. The teacher

wrote me—"One instantly said, 'Tennis,' while another groaned and said, 'Too hard work.' Still another confided to us, with the preface

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that she knew she ought not to, that it was bad taste, that she *did* like to play croquet! One liked basket-ball, but others declared it 'rougher for girls than foot-ball for boys.' " As for amusements that these girls really enjoy the teacher enumerated in her letter to me only two, "dancing, with a strong predilection for the 'turkey trot' and its train of related dances, and the vaudeville or motion pictures."

The points of contrast in the environment of these two groups of girls are so many that it is hard to tell to what we should attribute their difference in taste. I am inclined to think myself that the discrepancy was not a matter of city or country, of east or west, of anything but the fact that one group, more wholesome and natural, untutored in that striving for effect and slavery to conventionality that is the menace to American progress, followed spontaneously the impulse for active expression that is natural to a human being.

### **An Idle Argument against Active Play for Girls**

All I have said, however, does not set aside the importance of supervising the play of girls, excluding as has already been done, some games for which physiologically a girl is unfitted, developing by gradual exercise the girl who is too weak at first for active effort and even shutting out from the game a girl who by some weakness is unfitted for great exertion. To present as an argument against physical development for girls a few cases of women who feel they were injured by excessive exercise or the time-worn story of the girl who jumped rope without missing till she counted to a hundred again and again and again, and finally dropped dead with the rope in her hand, is just as idle as it would be to claim that all athletic sports for men and boys should be swept away because of the folly of six-day bicycle races, the sudden heart failure of the athlete who has over-strained or the sad story of those boys who died last year through the foolish excesses of a Marathon race.

I believe that if all girls practiced vigorous sport regularly without discrimination the general good health that would result from it would far more than counterbalance the occasional injury. However, that need not be discussed, for we have to do with intelligent supervised play.

I have had letters from many women who tell how they played with the boys, ran and raced and played when they were girls; and

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in every one of them there is a vigor and a potency that argues well for their training.

### **The Problem of Costume**

Where one girl is injured by over-play, I believe a dozen are harmed by the unnatural dress of girls, the garments too thin and too much abridged for warmth, the skirt too narrow for safety, the ankles unprotected against cold or muscular strain and the heel of the shoe so high that all the body is thrown into distorted angles. I should advise no girl to take part in sport until she can assume a garb which combines common-sense, safety and modesty.

When we looked on in fancy a moment ago at the boys in their ball game and wondered where their sisters were, I suggested that one group might be at home doing the housework. What of them? Having the training, you may say, that fits them best for the lives they will lead. Yes, by all means, I agree with that. Whatever the girl's lot, she will be grateful always for a firm foundation in the knowledge of home duties.

### **Too Much Work for Many**

I have a feeling, however, that many of our girls are too heavily burdened with home responsibilities. There are no doubt many girls, as has been suggested to me, who do not work hard enough, who have too little in their lives of any serious pursuit. That is true I think principally in families which are striving for superficial show, and spending in folly the proceeds of sudden business success, or straining beyond their means to imitate some one more prosperous. But in families where perforce there are no servants, and only one family in fourteen in this country, it is said, affords a servant, the duties of the girl are many.

Playground directors speak often of the listlessness of the girls in contrast with the energy and the initiative of the boy. I am confident that much of this difference is due to the fact that the girl comes to the playground already exhausted by toil at home. Some very valuable statistics have been worked out in regard to the occupation of children; they are founded upon letters written by 459 girls and 437 boys in smaller towns and rural communities in Minnesota, Massachusetts, New Jersey and Maine. The children have been asked to tell exactly what they did on the Saturday and Sunday just passed. More than eighty-seven percent of the girls mentioned doing some work, in almost all cases work at home.



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Only twenty-four percent of the boys performed any labor and much of that consisted in selling newspapers, or in some other remunerative occupation away from home.

### **An Inherited Folly**

If this difference prevails in the country how much greater it must be in the city. The average modern city home affords none of the conventional duties of the boy—wood to cut, water to bring, fires to make, or animals to care for. In some households, especially in those where there is intelligence but small means, the boy is called upon to relieve his mother. But in many homes it is not so; and in those where the need is the greatest, because of abject poverty, it is very unusual to violate the old traditions. Nothing has aroused my indignation more than the constant imposing upon girls ("little mothers," we sentimentally call them) responsibilities far beyond their years in the care of little brothers and sisters when boys much older than they are being discussed over the country by philanthropic organizations eager to help them to kill the time that hangs heavy on their hands. I am speaking for the boy as well as for the girl. We are most unjust to him. This is more the mother's fault than any one's else. She is a part of a vicious circle and repeats for the rising generation the follies that the old has taught her.

### **Let the Boy, Too, Feel His Obligations**

This condition reacts most seriously upon the boy himself. He runs forth unhampered, feeling useless, bored and out of place in the home which makes no demands upon his time or his affections. Then when suddenly he steps into a home of his own the world marvels if he bears lightly his responsibilities or drops them utterly in some time of great stress. If we are to have fulness of life for girls and women, we must round out the duties and obligations of boys and men. Thus only can justice be done to both, and to the race that shall come after them.

I have pictured another group of girls playing games by themselves. Not fulness of life, but foolish sentimentality and premature sex-consciousness have been emphasized in the training of girls; and to a sad degree their games reflect those ideals.

### **Absurdly yet Sadly Sentimental**

As I think of girls at play, the sound of voices comes back to me through years of time, and many miles of distance. I see a circle of girls gathered in the schoolhouse yard. In their midst stands one girl

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inert and simpering. There is no plot in their play, no dramatic movement, except that they circle round and round monotonously singing this song, too silly to repeat:

"The rain rains high, and the wind blows low  
"And the snow is gathering through and through,  
"And Katy Johnson said she'd die  
"If she didn't get a feller at the roll of her eye.  
"She is handsome, she is pretty, etc.  
"Jimmie Watson he'd have her  
"All the boys are fighting for her, etc."

Katy Johnson used to join sometimes with the boys and girls who gathered for different play in the early summer evenings on the green behind the "Little Dutch Church." No one moved slowly in those games, no one simpered, no one looked sentimental, unless it was Katy Johnson, and she never joined very heartily in the games, she never lost herself in the joy of the sport. I did not understand then why it was; but now I know. One day she told us she couldn't play on the church green any more, "Ma says she won't have me down there running around with boys every evening." The words had the sudden shock of a blow that dashed away some of our innocence. We had not been "running around with boys"; we had only been children playing together. Poor Katy! The fountain of pure wholesome childish thoughts had been poisoned for her by the one who should have cherished their purity. I never heard that Mrs. Johnson objected to having Katy play "The rain rains high." She was like many other people who begrudge to children the innocence of childhood, and who do not understand that when they tease Johnnie about his "little sweetheart" or Mary about her "beau" they are not only foolish, but absolutely immoral.

### **Supervision Ever Needed**

I have realized since those days that perhaps it might have been better if we had had a little closer supervision in those evening frolics, though we never stayed out after dark. We might have derived from them some positive benefit beyond the mere joy of physical activity. So far as I know no slightest harm ever came from that free play of boys and girls together. Yet it might not have been amiss if Mrs. Johnson had strolled down sometimes in the evening as some of our mothers did, to see that all was well.

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### **Ideal Play Together**

I know there is an age at which the boy at least shrinks half in embarrassment, half in contempt from play with girls; and it is the generally accepted idea, I believe that they should be conceded to. No doubt they should some of the time play apart. But as to entire separation—well sometimes I wonder.

It seems to me that the ideal play for children is that in which boys and girls join together forgetting in their full abandonment all differences of sex, but each contributing something to make the play full, rounded and complete. I realize that on a public playground this free play is difficult, maybe impossible. But I believe that it is an ideal to work toward—an ideal that may sometime be attainable.

For boys and girls on the border of maturity I am sure one final object of supervised recreation should be to bring them together on a healthy natural plane, under conditions that conduce to decency and purity.

### **Waiting for the Boys**

Now for that third group of girls who are waiting with listless impatience for the boys to join them. They are all too typical of the lot or the inclination of women.

“For men must work and women must weep  
“While the harbor bar be moaning.”

Those fisher wives with all their own absorbing cares, felt the depression of their monotonous restricted lot. How different they were, though bound by the same destiny, from the ladies of fashionable leisure whom you may see all day long rocking, rocking, gossiping, waiting for the men to come home. A strange tangle it is in which no one can distinguish between natural inclination, arbitrary tradition, and a certain necessary division of function.

Certain it is though, that as you rise in the scale of intelligence you find an increasing ability on the part of girls to have a good time together without silliness or pining for the boys.

### **Girls without Much Interest in One Another**

Boys of all grades are more independent of the other sex than girls. I never saw boys have a better time together than in a settlement club made up of the roughest, most uncouth and ignorant boys I have ever known; but the girls from the same families had little interest in each other. One reason for this, I believe, lies not in



## NEED AND VALUE OF PLAY AMONG INSANE

the girls themselves, but in the fact that the boy has in his own hands the power of initiative. He can, if he chooses, spend an evening with his companions, or he can seek out the company of the girl who attracts him, while for the girl tradition demands that she wait modestly till called for and stifle with pride her nervous anxiety for attention. Will custom sometime relax, leaving to the girl some power of advance? The fact that it has not been so does not prove that it never can be.

So, while the girl needs to play with boys, that she may be stronger physically, broader in spirit and more democratic, she needs also to learn to find pleasure in playing with other girls, so that as a woman she may be loyal to other women as men are loyal to each other, and so that all her pleasures may not resolve themselves into a matter of sex-expression.

### **A More Wholesome Life for both Boy and Girl**

I do not mean to belittle gentler and more conventional amusements for girls—music, dancing, quieter games, and all the reaches of beauty through literature and art that give life its highest meaning. I take them for granted. They are already part of the girls' accepted curriculum. I would plead for more of this for boys. Let us teach each one to be gentle, each one to be strong, each one to be fine and each one to be brave at the proper time. Then, both working together as the man and the woman, they may round out a fuller, more wholesome life for all the race.

## THE NEED AND VALUE OF PLAY, RECREATION, AND DIVERSIONAL OCCUPATION AMONG THE INSANE\*

CLIFFORD W. BEERS

Secretary National Committee for Mental Hygiene, New York City

Only a small proportion of the two hundred thousand patients in hospitals for the insane in this country have the benefits of organized play and recreation and diversional occupation. I have come here to-night in the hope that I may bring nearer the day when a larger proportion of these sufferers may have these benefits. At least a hundred thousand, or half of these patients I have referred to, can be made happier, and

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

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many of them can be cured through these activities. I have come to this organization believing that the recreation movement is closely allied to the mental hygiene movement. Some of your four or five thousand playground workers will perhaps seek positions in hospitals for the insane when they know the great needs there, as Miss Gross did when she went into a hospital and not only taught games to the patients, but instructed the attendants how to introduce and carry on these activities. That is one instance of fine results produced by comparatively little effort.

### **A Public Duty to Make Inmates of State Institutions Happy as Possible**

The care of the insane is a State problem. About ninety percent of all the persons in institutions are in public institutions. Inasmuch as the State removes these sufferers from their communities and from their home life, it is the State's duty, by which I mean the public's duty, to see that they are made as comfortable and as happy as possible. To-day they are not made so except in a few instances. Many things which the people in charge know should be done are not being done. The difference in the lives of the patients in institutions where organized play has been introduced is very marked compared to those in institutions that have not taken it up. All one has to do is to walk through the wards and see hundreds of patients listlessly doing nothing all day long to make one feel an inclination to introduce play and recreation among them. It is now admitted by the best psychopathists that play has a very important effect upon their patients, that it hastens recovery in hopeful cases. Eighty percent of the population of the hospitals for the insane today are chronic cases. Of the two hundred thousand that means one hundred and sixty thousand will never recover, and for that great class the most that can be done is to make their life bearable. This accumulation of the insane is confusing to people who have not looked into the matter. Other serious diseases, such as those of the heart and lungs, kill people within a few years, but the majority of cases of mental disorder are not fatal. The result is that after the first acute attack has passed they are left in a demented state. The real disease is gone, but the mind has been wrecked. They are now classed with the feeble-minded, which means we must do things for them within their mental grasp. Each year

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about fifty thousand people are committed to hospitals for the insane, of which thirty thousand are new cases and twenty thousand relapsed cases.

**Something to Live for** The introduction of recreational activities would at once have an elevating effect upon the standards of care. It needs no proof to show that the providing of play, recreation and diversional occupation is a humane thing when you think that these people are cut off from all the pleasures of life. It is an economic advantage to make them as efficient as possible, because in the course of a year these patients are able to do a good deal of useful work,—in some States amounting to thousands of dollars,—and there are many patients who would be able to produce these results if the activities were conducted. This should not be the prime motive, however. Work that is congenial, not work that is productive, should be the aim. The effect should be to make the patients better and happier. The effect of play and recreation upon the patients is desirable to awaken their interest, to give them something to live for. It makes possible the institution of a series of rewards, which causes patients to behave better than if they are left a prey to their troubles and fears.

**A Work of Dignity and Importance** The effect upon attendants would be as important. Many patients are treated harshly in some hospitals, as the newspapers often tell us. These reports are usually true, although exaggerated. If we could have trained teachers who would interest the individual patient every day, these teachers would certainly be able to discover the pressure on attendants that causes this harsh treatment and eliminate it. The instituting of play, recreation, and diversional occupation also would elevate the occupation of attendants and nurses to a higher level. To-day those who seek employment as attendants are often anything but what they should be. Many are servants only and have no training whatever for the work. If we could add certain duties of teaching, the work would require a better type of worker and place the work on a plane of more dignity.

**To Occupy Every Hour of the Day** The usual entertainments provided in hospitals for the insane are not sufficient to do away with the monotony of life in these institutions. Most institutions have occasional dances, moving



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pictures and lectures. Some have games occasionally, but these are not enough to make the individual patient feel that life is worth living. What is needed is instruction based upon a schedule so that every hour of the day is occupied. This has already been done in some institutions, and with good effect.

### **A Gateway to Recovery**

Play is oftentimes the gateway to habits of work, and therefore is important. The work habit is often the gateway to recovery since it helps the patient to concentrate his attention, and by the use of the hands re-educates the brain in much the same way that the brain of the little child is first educated. Everyone knows that what is good, and what is necessary, for sane people to learn in order to utilize their capacities is equally necessary for insane persons in institutions. Frequently first aid in this particular is offered in the form of calisthenics and drill. In the beginning the patients cannot keep step, but finally many of them are able to dance. Some go as far as folk dancing. Attendants are often tempted to select the graceful patients and develop their capacity at the expense of the others, but that is wrong. It is the awkward patients that should receive the most attention. Many cases are on record where patients of this sort, with a comparatively short period of training, have been practically cured. I have recently seen letters from superintendents of hospitals for the insane from all over the country who are unanimous in their opinion that these activities are most valuable in a remedial way. In a group of cases which we call dementia precox these activities have the most marked effect. This group becomes untidy and careless, but by this training we believe everyone could be made capable of self-care if from the moment of entering the hospital he participated in these activities.

### **The Same Activities Inside as Outside**

As for the forms of play commonly used, there are cards, checkers, chess, tennis, croquet. I see no reason why the instructor could not carry into the institution any form of play known outside. Baseball is most popular, but the ball nines are usually made up of attendants, with sometimes a patient. I do not know of any ball nine made up exclusively of patients. It is a fact that the good ball player is a very poor attendant, as he is too vigorous and impatient to treat patients always kindly. At

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the ball games the patients take a keen interest, especially in their rival contests with other institutions, and their behavior is probably better than that of the normal crowd that goes to the professional game.

Other activities in these hospitals are picnics often held at a distance from the institution where a temporary camp can be made and a meal cooked. Some hospitals have athletic contests. In some there are driving and boating parties and even fishing parties with selected groups. The feeling of the public is that you cannot let patients do what the rest of us do, but scores of these patients can do practically anything safely that sane people do provided they are selected by people who understand their cases. The entertainments provided are usually dances, lectures, moving pictures, and religious services.

### **Diversional Occupation the Equivalent of Play to the Insane**

The diversional occupation is the most important part of these activities. It is really the equivalent of play to the insane because anything that enables them to make proper use of their leisure time is the equivalent of play. The engaging of the attention of these patients is usually effected by simple means at first. Groups are first put to the task of sorting raffia, and others to that of making baskets. Later those who began sorting develop the capacity to make baskets. Some make rugs. This is a sensible use of their energy which they cannot achieve themselves in an intelligent way unless directed. Among the men the occupations most used are caning chairs, making baskets, making brushes, repairing shoes, and farming and gardening; among the women, household chores and work in the laundry, sewing, and frequently they develop a high capacity for embroidery and lace making and for weaving. Both men and women who have the impulse are permitted to draw and to use water colors. At Ward's Island in New York is an art department, started by some of the patients some years ago, which has furnished entertainment for many. I hesitate somewhat to refer to an experience of my own, but your chairman has told you that I was once a patient in one of these hospitals, and that I dared to publish an account of that experience. For the last six or eight years I have given all my time to organizing mental hygiene which I hope and believe will improve conditions among these sufferers. A great deal of suffering among thou-

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sands of insane people is not due to their affliction so much as to the treatment accorded them or the lack of facilities at hand in the institution. I do not criticize the superintendents for it is often not their fault that their institutions lack the needed facilities. I hope the public will begin to take a proper interest in these matters because only in that way can we get legislation permitting adequate funds to properly equip these places. The matter of getting instructors in play would not cost much and it would more than pay for itself in the increased efficiency and usefulness of the patients.

### **A Personal Experience**

I read last night that I was a unique character, formerly insane. I have a detached attitude toward my own experience as I look back on the year 1903 when I was in an elated condition, which is the happiest state of mind, provided you are getting good treatment. I had the writing impulse, which later developed into an artistic one. Both were avenues for my energy, but I was in the care of an unsympathetic superintendent who used to sneer at my artistic attempts. That was bad treatment. Had he humored me and made me feel that my drawings were priceless I should have been easy to handle. But he did not do that, and later an attendant tore up what were to me priceless possessions. This sort of thing was continued two or three weeks until finally there was a fight and I was placed in the violent ward where I remained for three weeks. I merely mention that, not to arouse your sympathy, but because that series of events was the direct result of not having at hand an instructor in play or occupational diversion. What would have helped me then will to-day help thousands of others. Especially will these instructors help the chronic cases, which is certainly the best we can do for them.

### **To Increase Human Happiness**

One way of achieving this purpose would be for the State to train teachers to work among the insane. This has been begun in California where the normal school will train teachers to work among the insane. They can train attendants and nurses. It is only right that our normal schools should undertake this work. It would be an easy and efficient way to solve this problem of the care of the insane in institutions. The introduction of play and recreation and diversional occupation will lift the care of



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these patients to a higher standard than it has to-day except in a few of the best hospitals. Many here to-night, if they would ask what is being done in the hospitals nearest their homes, would find that nothing is being done. In that case they could volunteer a few hours each week to start some of these activities in their communities. The recreation movement would be of material help to the mental hygiene movement in this way, and thus would surely develop the brain power of the nation and raise the standard of happiness.

## THE STORYTELLERS' MAGAZINE

The National Storytellers' League of America has arranged to publish a magazine, called the *Storytellers' Magazine* to represent the storytelling movement. The magazine, edited by Richard T. Wyche, President of the League, will endeavor to seek out the right kind of stories from all over the world and present them to those interested in the play of the heart and brain and soul called storytelling.

## A CHANGE IN THE BADGE TESTS FOR GIRLS

In the Athletic Badge Tests for Girls in the basket ball event the requirements have been changed so that the test shall be one of skill without the time element.

It has been agreed by the committee to change the event so that any girl throwing two (2) goals out of six (6) trials from the fifteen foot line shall be eligible to the first badge, and three (3) times out of six, shall be eligible to the second badge.

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## Agents Wanted for The Playground

The Playground and Recreation Association of America wishes to secure individuals in all parts of the country to act as agents for THE PLAYGROUND.

Any one wishing further information regarding the commission offered and other details is requested to write to H. S. Braucher, Editor of THE PLAYGROUND, 11 Madison Avenue, New York City, stating the district he wishes to cover.

## ARE THE PARKS FOR THE PEOPLE OR THE PEOPLE FOR THE PARKS?\*

EDWARD B. DEGROOT

Playground Association, Chicago, Illinois

All people of all times who have left an impression upon the world have been builders of parks, and where parks have been built for the people, designed and administered for them, there has been a high degree of democracy. The Egyptians built beautiful but small parks, exquisitely decorated. In contrast, the Assyrians and Persians took possession of the woodlands, the hills and valleys, and had park preserves as is not possible in little ornamental parks. We are told that Rome had at least forty parks. In the Middle Ages nothing was contributed to the development of parks, but in the Renaissance we find a new development which is now the rich heritage of the European countries. In the fifteenth century the European cities were mainly military camps but outside the fortresses and walls there were reservations of ground used as parade grounds and for military drills. As civilization advanced and the walls were taken down certain sections of these military reservations were set aside, and these are now the glory of many cities in Europe. In the late fifties and in the sixties in this country, park development began to take place in the large American cities,—in Central Park, in New York, for instance. Cities in the middle west were without this development, and are now struggling to acquire parks, at great expense, realizing that if they are to leave an impression upon their time they must have parks and make them democratic.

### **Making Waste Lands Beautiful**

American park development, in design and administration, generally speaking, is in favor of parks for the people, but there are certain noticeable instances in design and administration which make us raise this question. Parks are for the people when waste land in a certain territory is secured and converted into a pleasure ground, as, for instance, when the sand dunes outside of San Francisco were converted into wonderful Golden Gate Park. Washington Park in Chicago was useless land. Much

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 6, 1913



## ARE THE PARKS FOR THE PEOPLE

of Central Park in New York was marsh land good for nothing before it was turned to park purposes. Always, when men combine to acquire waste lands and make them beautiful they are developing parks for the people.

### **Preserving Natural Beauty**

The preservation of brooks, hills, forests, and valleys constitutes another tendency in the development of parks. In many communities in this country these are being taken possession of by industry, but where men step in and take these beautiful stretches and convert them into parks we have, again, parks for the people.

### **Small Parks in Congested Areas**

The other side of the question is that parks are frequently developed far from the homes and from the people; large tracts at distant points become not the people's parks, but the parks of a very small proportion of the people who can reach them in their automobiles, or by trolley. And so the development of the small park in the midst of congested districts in great cities represents right ideals in the design and administration of parks. In this sort of development we find the glory of the Chicago system. Small parks not lacking in beauty but carried to the very doorsteps of the people in the stock yard district and to those in the steel works.

### **A Double Tax**

Parks are not for the people when the scheme of administration gives concessions to outsiders who rent boats and sell drinks, because a double tax is thereby levied upon the people. They must pay for the maintenance of the parks and their operation, and then this middle man must have his overhead expenses in order to make his profit. Therefore the people are taxed doubly. Park boards ought to conduct their own refectories and rent all boats. Their function is not to make money, but to expend it wisely. Park administration is a matter of human service, not a matter of business.

### **Make Parks Available at Night**

Our parks are not for the people when there is a lack of use of them by night, and this is common in a great many cities, or if they are used, they are wrongly used. The Vice Commission's report in Chicago shows a perfectly appalling record of immorality in the large park areas. We should light them better and make

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them useful for the multitude by lighting them for games and dancing and plays and picnic parties. In the development of the use of parks by night I offer this suggestion: that we have disappearing lights that may go out without warning and as suddenly appear. I feel certain if we had a number of them in every park we could cope with this problem of immorality.

### **Provide for Recreation— Active as well as Passive**

Parks are not for the people when the design calls for a scheme of filling them with monuments on the one hand and "Keep Off the Grass" signs on the other. That is the equivalent in policy of saying (if I may be allowed to use the vernacular of the day), "Fence in the dead ones and fence out the live ones." There is nothing inconsistent in designing a park in including a great deal of beauty and a great deal of utility. In Chicago we find the solution to the problem of combining beauty and utility. Those who oppose this view say almost invariably, "Parks are for rest and recreation," and the people who present that side of the argument fail to appreciate the two sides of rest and recreation. Recreation is not always a matter of passivity; neither is rest a matter of passivity in every case. If we were to follow that argument and provide a park which had in it nothing but beauty the only people who could find rest there would be the hod carriers, and the steel workers, and other fellows who are using their muscles all day long. The banker, the accountant, the school teacher, the minister, in order to secure rest demands a place where he can use his larger muscles. He needs to engage in some way in activity in order to get real rest and recreation. The artistic argument breaks down when we say, "This park must be very beautiful. We will have nothing in it but beautiful things." So we build a band stand costing a quarter of a million dollars, and then hire a forty dollar band to play the worst kind of music. Where in that case is the artistic argument supported?

### **Parks Not Alone for the Eye**

The difficulty lies in this, that both in design and in administration we have had the idea that the park is to be used only through the eyes. We are to drink in everything we see there merely through the eyes. It is common observation nowadays that as a people we are becoming eye-minded. That seems to be the attitude of park designers and park administrators. Sometimes

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they give way a little and say, "You may take in some of this park service through the ears. We will give you something to hear as well as to see," and they put in a "Zoo." There we may go and listen to the roars of the animals in captivity. What we need is to add to the sense of sight and the slight sense of hearing now gratified in the parks the opportunity to exercise the sense of touch. Boys and girls want to touch things. We need so far as the young people are concerned to furnish a maximum of opportunity for the gratification of the sense of touch in our parks. You remember the boy who was riding on a trolley car and saw something by the roadside which interested him; the trolley car rushed by without his being able to satisfy his curiosity about it, and carried him a mile and a half beyond. Then he stopped the car and got off and walked back that mile and a half in order to touch that thing and learn what it was. We must not ignore this desire on the part of young people to touch things, and we can gratify that desire by having in parks, games such as tennis and volley ball, football and baseball fields, playgrounds of various types, paddling ponds, swimming pools, and other recreational facilities.

The song of the park should not be, "Drink to me only with thine eyes"; it should be "Embrace me in thy youth. Adore me forever after."

## RECREATION FROM A CITY PLANNING STANDPOINT\*

CHARLES MULFORD ROBINSON

Rochester, New York

The hypothesis, in asking for a paper on this subject, is that recreation, when looked at from a city planning standpoint would be seen in an unbiased way, and yet with full regard for its relation with all the other activities of city life. Such appraisal of recreation's claims as is made by city planning will not, at least, be based on prejudice. The goal of any good city planner is community efficiency, and he may be supposed to be no more interested in promoting this by recreation than by any other means.

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\* Address prepared for the Seventh Annual Meeting of the Playground and Recreation Association of America, May 8, 1913



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### **Recreation Seen as Relative to Other Needs**

Further, the city planner has to consider not only the actual value of recreation, but its relative value—he must weigh its claims against the other uses to which city property may be put. This is why we see, or may expect to see, recreation when viewed from the city planning standpoint, not only from a new angle but from an unbiased one and from one in which there is offered a civic scale of measurement.

I have said that the primary goal of city planning study is community efficiency. The efficiency aimed at is not simply commercial and industrial. It is necessarily social and physical, also. In birdseye view of the city and all its teeming, varied life, the pressing question which the city planner asks himself is, "What can be done to promote this all-around efficiency?"

In attempting to answer this question, he may see here a street which needs to be widened; there the necessity for cutting a new traffic artery; yonder a grade to be lowered, and here realize that a railroad must be built. If, among such great concerns, the city planner also says, "Here I must have a children's playground; yonder build me a park; of that waterfront, commerce shall give up something to recreation; and among those factories you must clear a space for games"—if city planning says such things, as it invariably does, we may well be interested in its point of view and seek some suggestion, at least, of the system by which it determines recreative needs and the method of their satisfaction.

### **A Prince among Effi- ciency Engineers**

It would be useless to repeat here the usual professional arguments in favor of playgrounds and recreative facilities. To a considerable extent city planning must take cognizance of these and be influenced by them; but the conviction of the planner is based on his social viewpoint and his wish for community efficiency. He is not interested in planning play spaces *for* the people—as, for instance, most persons in this audience might be—but, as somebody has well said, he wants recreation *by* the people and *of* the people. His task, as he views it, is not to hand out a luxury; but to provide, or make possible the development, of what he believes a necessity for the progression of the citizens into useful members of the community; and to adjust this provision to the topography so naturally that it may be made at

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the minimum of expense. In simpler language, the city planner wishes simply to make the very best possible of all the men, women and children who live in the city, and to do this at the least cost to them. He is a prince among efficiency engineers.

### **Three Groups to Consider**

With this conception of his problem, the planner groups the population in various ways. He groups them geographically; he groups them according to age, sex, and occupation; he groups them according to their financial ability to pay for their pleasures; but most of all he finds the classification into these three groups valuable: (1), the school group; (2), the unmarried working group—mostly young men and young women; and, (3), the home group. For these represent the three typical stages through which the bulk of our population passes; the classification is thus strictly democratic and American. Moreover, the groups overlap, so that in the individual's choice, now of one form of recreation and now of another, he may still be within a listed group.

Yet the other classifications have value as cross indices. Satisfactory provision must stand the test of any and all methods of classification; and the only way to be sure it is satisfactory is to apply the cross tests they offer. While the planner has been studying the community's needs, he has been also considering topographical opportunities; but these do not here concern us.

### **Work and Sleep Time Easy for the City Planner**

A reason that recreation looms so large in the city planner's field and receives from him such especially earnest thought is that he finds it his hardest problem. He realizes that time in the city is spent in one of three ways: in work, in sleep, and in leisure. At work and in sleep, people can be pigeon-holed. They sort themselves, get into their own niches and stay there. All the city planner has to do for them is to make easy the groove in which they slip back and forth—from sleep to work and work to sleep—and to make these two termini as comfortable and healthful as he can.

### **But When They Won't Be Pigeon-holed!**

But people may do anything during their leisure hours. They may go helter skelter anywhere. The planner, priding himself on his system, cannot put his hand on them; adoring efficiency, he

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is confronted by waste; high-browed, he has to deal with irresponsible joyousness. And the worst of it is, he knows that the leisure hours and the joyous mood are necessary for the good of the community, that he must try to increase them, and that in all the life of the city one of the most pitiful and most dangerous things is misuse of leisure and the seeking for pleasures that do not satisfy or are unwholesome.

After all, there is need for his methodical spirit, to bring order out of leisure's chaotic conditions; play does require his serious, earnest study. His hardest problem is second to none in its urgency. He must systematize the recreational facilities of the city; he must lift them out of exclusively commercial exploitation and give to them civic dignity; he must overcome the tendency to belittle or neglect them and see that they have the attention they deserve in the rounded life of the city. He must so arrange urban play facilities that waste will be eliminated, that mistakes will not be made, to the end that even in their free leisure people will slip into their proper niches—not because they have to, but because they want to. Only so can the efficiency of leisure be increased.

### **His Most Fascinating Problem**

This is the city planner's point of view. Have I made it clear that community recreation, looked at from his angle, where it appears as an expression of one of the three time-periods of human life in the city, is not quite what it is when seen from points that are less detached? Yet in the long perspective, which he must take, recreation loses nothing of its value and importance. That is significant. Again, if the problem it offers to the city planner is his hardest, it is also, let us hasten to say, his most fascinating, because most human, most varied, most free from pain.

### **Economy in Outlay and Usefulness**

A word as to his point of view, with regard to the relations and connections of the subject, when the planner comes to work out details. Beginning with the school group, the location of playgrounds in school-yards is likely to appeal to him because of its double economy, in outlay and in usefulness. Again, the economy, safety, privacy and proximity to home, which commend playspace in the center of the block for small children of congested sections, will be supplemented in his mind by special



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arguments of such appeal that we may hear more of this kind of playground in the future than we have heard in the past. These arguments include the elasticity which such playground location makes possible in the depth of house lots, or even of block size, should the character of the neighborhood change; and also the adaptability of the place itself to varied use. Thus even with the children's playground, the city planner, after he has convinced himself of its need, is influenced, when he comes to details of location, by considerations that are typically his own.

### **His Special Point of View a Gain to Recreation**

This special point of view continues through the whole list of recreative provisions. The fact does not mean a loss to recreation, but probably a gain, for until all the proper activities of the town are articulated as nicely as is a great machine, there must be friction, waste of power, and frequent breakdowns in the mechanism of urban life. If, on the other hand, recreative facilities can be provided by the city planner in a way which, without detriment to their own value, is of use in promoting the other functions of the city, we may obviously expect to gain them sooner and with more completeness.

Coming to the unmarried group of workers, the city planner is confronted by the fact that with the gradual shortening of labor's hours leisure is increasing. He realizes that his difficult problem tends therefore to grow in importance. He sees that without his assistance, leisure in the city will be largely spent indoors; that the cheap theatre, the saloon, the poolroom, or the transportation vehicle will absorb much of the time wrested, by long effort, from hours of work. Consciousness that the saloon and poolroom have too commonly degenerated from a "comfortable club" to a drinking den, may interest him only as it affects health and community efficiency. But from those points of view the call for help of the poorest paid labor rings in his ears. The call is two-fold: it is to lessen the time which must be spent—which is to say wasted—in transportation, and to provide facilities for healthful and inexpensive pleasures out of doors, but near those who need them.

### **Recreation Tied up with Many Things**

The first part of this task, which may be translated as the shortening of distance between the worker's natural foci, sub-

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divides itself in turn into two general lines of effort. The one has to do with street plans, traffic circulation and transportation systems; the other with the removal of factories to the city's outskirts and the adjacent development of healthful home colonies. Both lines of effort are tied up with so many of the conventional city planning problems that we sometimes forget that they have connection with the question of recreation. The point I would make here, therefore, is that the city planner may be doing most effective service for recreation, and doing it consciously, when he seems to be thinking and working for matters entirely foreign to it. He is, that is to say, kinder and more humane than he looks.

Having eliminated, as far as he can, the necessity for loss of considerable time in the act of coming and going, he finds his group of working men and girls, who have not yet established homes of their own in which to find their simplest and purest recreation, possessed of an added leisure for him to take care of. His recreation problem is no more nearly solved than it was before.

### Recreation in Truth

It is at this juncture that he lays hold of property close to the factories, or on the water-front, and says that there must be reservation for play—opportunities to exercise other muscles than those in use for long hours at the bench; opportunities to see, in flower, sun-flecked lawn or distant view, pictures that are in restful contrast to the figures in the ledger; opportunities to let the deep silence of woodlands, the song of birds, the ripple of water, calm nerves which the ceaseless click or roar of machinery has strained. Among the problems of the city planner, recreation holds its place, let us observe, not as play or as entertainment, but because it is in truth *re-creation*. If he as an enthusiast, it is because he is the most literal-minded of you all.

### Precious Hours in the Home Not the Concern of the City Planner

Coming, finally, to the third, or home, group, his interest in this lies in the recognition that the true unit of society is the family—not the working man alone, or the working woman. The highest value to the community of the extra leisure time which the city planner has tried to save, and perhaps succeeded in saving for the worker, is not primarily the additional exercise or rest which is thus made possible. It is the

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increase of time—waking time—which he has enabled the worker to spend with his family. So far as the city planner's interest in recreation goes, this is as valuable and as interesting as if the worker spent it in playing ball, catching grasshoppers, or swimming. What the worker does with those precious hours, spent on the further side of his own threshold in the bosom of his family, is mercifully one of the few things in city life that need not trouble the city planner.

He has to realize, however, that all the time will not be spent in the home, or in the garden—when there is one. So arises the need for recreative facilities—as park and picnic ground—which the family can enjoy.

### **Civic Art More Intimate and Tender**

A growing respect for the family as the social unit, and for social service instead of mere design as the true test of city planning, must lead, I think, to some abandonment of "the grand style" in our civic art in favor of the intimate and tender. What is "monumental" is deadly, or nearly so, as far as recreation is concerned. When we dare to be more light and gay and cheerful in civic design—whether the subject be open space or sculpture—the cause of recreation will have gained. As city planning is tending more and more now to break away from the architect's draughting table, I think the cause is pretty safe.

### **Here a Little and There a Little—for the Good of All**

But to say this is to digress. In brief review we have seen our imaginary city planner measure the recreative needs of the community according to his threefold classification as adopted at the start. He has acted independently and with loyalty to his profession; and yet has proved a champion of recreation's cause. He will now apply some of his other classifications as cross tests. He will take the geographical, for instance, and note whether every section of the city has been provided for. The family, for example, is so little stronger than its weakest link, the child, that the home group must not be made to go too far to find a park. Or, again, the unmarried workers of the town may not all be concentrated in the one predominantly industrial section. Consequently, he may find it necessary to provide more than one athletic field; or to supplement the ball ground of one section by let us say, river boating in another. It is the city planner's task—nay, his profession's



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privilege and glory—to seek out all the needs and try to satisfy them.

I do not know that I can better summarize the planner's point of view, with reference to recreation, than by these words, taken from a new book by Percy Mackaye: "For the very reason that our people are perhaps the busiest in the world, it becomes a national concern that their leisure be filled with joyous regenerative influences."

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RALPH FOLKS

Board of Aldermen, New York City

Motion picture legislation is in its infancy. This is accounted for, not because there is no need for it, but because the motion picture is comparatively a new development. This form of amusement has been growing and growing until it has now become one of the greatest sources of entertainment for the wage-earning and middle classes in America, if not in the entire civilized world. In the large cities the attendance at motion picture shows is undoubtedly many times as great as at the theatres, running into the millions yearly in attendance and income. In the smaller cities and villages, exhibitions are frequently given before well-filled houses. A tremendous business and field of activity has grown up in most instances under laws that were never intended to apply to motion picture theatres—laws inadequate and improper, meeting neither the needs of the public nor of the business.

**Originally an  
Inclination towards  
Suppression**

What has been the attitude of the public toward motion pictures? In the first instance it was one of toleration with an inclination toward suppression. Influential and high-minded citizens have believed that motion pictures are bad, that the show places are immoral and that the legislative policy should be one of suppression. The press has been an influential factor in this situation. Public opinion has now changed, however. The doctrine of extermination has ceased and the best element of the community, including clergymen, lawyers, educators, social workers

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 9, 1913

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and public officials have come to realize that the motion picture may and does serve a great public need in the field of education and amusement; that it is unparalleled in its possibilities for the masses of the people and that it has become a worthy substitute for many lower and frequently harmful amusements. For these reasons, motion pictures are now regarded as an institution to be encouraged, regulated and developed along proper lines. Public opinion is now ripe for proper legislation providing for a legitimate growth of the business, together with proper protection for the public.

### **A Question of Morals and of Safety**

There are two fields of legislative effort: one respecting the censorship of films and the other the physical requirements of buildings in which exhibitions are to be given. One is a question of morals and the other a question of safety and sanitation.

Censorship may be had in one of two ways, either through an official body, or by public officials through legislation. If unofficial censorship is sufficient no legislation is needed. The National Board of Censorship has been acting in an unofficial capacity for a period of five years. Through its representatives and correspondents and its co-operation with the manufacturers and public officials it has become quite effective in improving and raising the standards of films and suppressing undesirable exhibitions.

### **Censorship in America ?**

Shall the government prescribe and supervise the details of morality for the individual, or shall it establish broad penal laws and rely upon such laws together with public opinion and public officials for its safeguards? Centuries ago the question was substantially settled in favor of the latter position. Censorship of religion and moral conduct was abolished as unnecessary and inconsistent with personal liberty. Our constitutions of government have eliminated such restrictions and protected us against them. Official censorship, through legislation, is nothing other than a form of inspection. Inspection of motion pictures by public officials will be subject to the same advantages and disadvantages as building, sanitary, highway, or any other kind of official inspection. It offers great temptation to the dishonest and some opportunity for public service through capable and upright officials. The community has found itself nearly equally divided with respect to this issue. Many cities have established a film censorship and many have not. Prejudice against

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motion pictures together with the opportunity to make individual political capital, incidental to so-called high-minded principles, are in some instances responsible for censorship activity.

In rare instances it is possible that films may be exhibited contrary to the penal law and that many films may offend the taste of one individual while acceptable to the rest of the community. A variety of moral and dramatic standards is responsible for the difference in views as to censorship.

**Who Shall Censor?** The question thus arises, "What individuals shall do the censoring?" To what extent will they agree or disagree with the rest of the community? How far might such a body force upon others, standards unsuited and distasteful to them? In case improper pictures were certified and passed would it not be impossible to get a conviction under the penal law, as is possible under present conditions?

Inasmuch as official censorship is contrary to American institutions and necessarily involves the expenditure of public funds and inasmuch as it may either become a fertile field of graft for dishonest officials or arbitrary or tyrannical, it would seem that it should be adopted only in the event of extreme necessity. The penal laws of nearly every State and city in the United States with respect to the exhibition of immoral, degrading and improper pictures are extremely severe. It would seem that the manufacturer and the exhibitor run the risk of imprisonment for any offense against public decency and that in many instances for any offense the licenses necessary to carry on business could be immediately revoked with great financial loss to the proprietor. For these reasons it would seem but reasonable and proper that every effort should be made in any community to suppress improper pictures through the means already provided before recourse is had to legislation. Convictions under the penal laws would strengthen the censorship contention. If frequent convictions may be had a proper case for censorship is established.

**Two Distinct Objects** The public should understand that legislation respecting censorship which is debatable is a separate and distinct proposition from legislation affecting physical conditions. It is undoubtedly because of an arbitrary demand that these two features be combined that proper legislation for structural requirements has not been secured in the city of New York.

It is impossible at this time to discuss the many technical details



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of structural requirements. Some of the broader phases of legislative policy may, however, be properly considered. It is fundamental that any legislation should be based on the actual requirements of the situation and in any event, proper light, ventilation, sanitation and fire protection must be provided. Such provisions may be reasonable and sufficient in which case the exhibitor may make a reasonable profit or they may be unreasonable in which event the law becomes substantially prohibitive with the result that small and improper assembly rooms are frequently utilized for the sake of economy.

### **New York Typical of Large Cities**

The motion picture situation in the city of New York in many respects is typical of the conditions prevailing in other large cities.

A brief review of this situation indicates great legislative possibilities. There are to-day in the city of New York some 800 motion picture houses which have been built without standardized requirements. Strange as it may seem there is no law where detailed requirements may be found. Departmental rules and regulations, subject to change without notice, govern the erection of motion picture houses. The jurisdiction of various city departments conflicts at many points. The ventilation is usually bad and in some instances indescribably bad. The fire protection is frequently inadequate. In addition many of the places are unsanitary, unclean and in a neglected state of repair.

### **Under the Theatre Law**

In New York City a moving picture theatre may be built under the general theatre law known as Section 109 of the Building Code and if the seating capacity exceeds 300 it must be so built. While the provisions of this law are satisfactory for theatres they are necessarily very drastic and building under it is very expensive, in fact so expensive that 800 proprietors have elected to operate places of amusement, known as assembly rooms, having less than 300 seats. The admission fee of five cents and ten cents does not warrant as a business enterprise the erection and operation of such expensive motion picture theatres and the payment of the annual license fee of \$500. As a result 800 small shows have been put in operation under unfavorable conditions and are licensed as common shows, not as theatres, at a license fee of \$25 per year. Vacant stores and halls, old churches and quarters which have become unprofitable for any other purpose have been converted into motion picture theatres

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without regard to modern standards of ventilation, fire protection and sanitation. In many instances a stage has been provided where cheap and offensive vaudeville is given.

### **Laws for the Old Places and for the New**

A two-fold problem has thus arisen in New York City and many other cities. What legislation is necessary for the old places and what laws and standardized requirements shall govern the erection of new places? In any city a careful study should always be made of proper standards, legal requirements and court decisions before any law is passed. A rigid inspection is the first necessity in dealing with the old places already licensed. A diagram of the premises should be made showing details as to windows, exits, ventilation and sanitation, materials used, fire escapes. Other material facts should be set forth in a written report. In case dangerous conditions are found proper orders may be issued by authorities having jurisdiction and if alterations will not remove dangerous conditions the premises may be permanently vacated as a public nuisance. Proper ventilation is one of the most important considerations in motion picture legislation. In case the ventilation is bad proper windows may be installed or artificial means provided either or both of which should be entirely adequate. Many of the premises are unclean and filthy. High standards of cleanliness are possible, provided proper methods of cleaning are prescribed by law and a sufficient force provided for the purposes of inspection. The law should require that the premises should be kept well lighted during exhibition. This can be done without injuring the quality of the pictures. Proper lighting is very necessary to prevent improper and offensive conduct on the part of some individuals of low moral standards who frequent all public places. The seats should be securely fastened to the floor, otherwise the results may be disastrous in case of a fire or panic. The width of aisles and exits must be based on the seating capacity of the premises.

### **The Stage May Well Be Abolished**

In case there be a stage and the building does not conform to the usual requirements of the laws for theatres, the stage should be abolished. The elimination of the stage eliminates the fire hazard and the cheap and offensive vaudeville at the same time. In place of the vaudeville the law may well require the substitution of music, song and recitation. A proper system of permanent, expert

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inspection should be provided at all times to see that the requirements of the law are carried out.

It must always be remembered that retroactive legislation must be reasonable, otherwise it will be held to be unconstitutional and of no avail. In the long run the competition of modern, well-built motion picture theatres offering comfort and convenience to patrons will do what legislation may be unable to do,—eliminate many of the undesirable places from the business.

### **Can the Cost of Construction Be Lessened?**

The future can be safe-guarded by providing proper laws for new theatres. It has been pointed out that the cost of building under the theatre law is practically prohibitive for motion picture theatres in New York City. Can the cost of construction be lessened? Can the seating capacity be increased beyond 300 without the drastic requirements of the theatre law? Can proper safety and sanitation be provided for the public at the same time? The answer is yes. It is a well-known fact that the stage, including the curtains, scenery and dressing room is the great fire hazard in any theatre. This hazard can be removed by providing that there shall be no stage or scenery. With a removal of the stage, the fire hazard, the seating capacity may be safely increased up to from 500 to 1,000, depending upon proper arrangements of seats, aisles and exits. With the increased seating capacity and lessened cost of construction there comes a greater revenue, which makes it possible to build and operate with a reasonable profit a motion picture theatre that affords comfort, convenience and safety to the public. The main floor, or auditorium, should be on a level with the sidewalk. If there be a gallery it should have outside fire escapes and stairways not leading to the main floor of the building. Stairways leading to the interior of the building increase the danger from panic and fire and are always objectionable. The danger from panic may be even greater than the dangers from fire. The panic hazard must be provided against by proper aisles and exits.

It is believed that the motion picture ordinance, now before the Board of Aldermen of the city of New York, drafted by the Mayor's Commission is a model for new theatres and the first of its kind in America.

### **Educational Opportunities**

The public thus far has overlooked a great opportunity for the use of motion pictures in the educational field. While it may be impos-



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sible to require the exhibition of such pictures by legislation it is possible to obtain the exhibition of the same to a much greater extent through the co-operation of public officers and institutions. It is true that many so-called educational films have been manufactured. There seems to be no proper method of distribution. The so-called theatrical interests and exhibitors do not as a rule promote the educational film. It is not their purpose to provide education so much as it is amusement. It seems very desirable to provide some method, not only for the manufacture, but also for the exhibition of such films. As a means toward this end such pictures might be exhibited in the public schools and recreation centres by the municipalities. It is a noteworthy fact that millions and millions of dollars have been invested by the public in public school buildings which are used little, if at all, during the evenings. Such buildings might well be used for the exhibition of educational motion pictures. In many instances legislation may be required. In some instances it is a mere question of administrative detail. Such exhibition may be had at slight cost to the patrons. The only expense would be for the operator and the rent of the films. The admission fee need not be more than three or five cents.

### **Might Improve More than Legislation**

It is believed that such a plan offers a great field of opportunity to those who desire to make of the public schools a real social center.

High-class competition of this sort would do more to improve conditions than mere legislation.

### **What about Unaccom- panied Children?**

There has been much discussion as to the advisability of admitting unaccompanied children to motion picture shows. Three States have laws providing that children must be accompanied by a parent or guardian. Such laws are usually not enforceable because public officials, the courts and the public to a great extent are not in sympathy with such provisions. If children are to be admitted it would seem that they should be admitted after school hours and on public holidays, exclusive of evenings, with a further provision that a separate section be reserved exclusively for their use.

### **Sources of Opposition to Legislation**

The obstacles to be overcome in securing proper motion picture regulation are difficult.

The chief opposition is likely to come from the vested interests and particularly from those engaged in the vaudeville and theatrical business. The motion picture theatre has

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become a great competitor with the regular theatre and especially the cheaper classes of theatres and the loss of business to the theatres has been tremendous. For these reasons the theatrical interests are likely to be opposed to any constructive motion picture regulation regardless of its necessity.

While New York City undoubtedly has the worst motion picture conditions in America, active steps are being taken to remedy them. A commission appointed by the Mayor, has after careful study and consultation with experts, prepared a law which undoubtedly is a model motion picture law for America.

### **The National Board of Censorship Helpful**

It is fortunate that the National Board of Censorship of New York City has complete information as to existing motion picture laws prevailing not only in the United States but abroad. In this sense it has become a clearing house for information for the entire country. It is suggested that civic bodies contemplating legislative changes would do well to communicate with the National Board of Censorship at Number Fifty, Madison Avenue, New York City.

Public-spirited individuals who desire to serve their fellow-citizens will find a fertile field of opportunity in motion picture legislation. Conditions which are favorable to disease and tuberculosis are to be eliminated. Conditions which make possible the loss of life through fire and panic are to be remedied. Greater comfort, convenience and opportunity may be provided for millions of the wage-earning classes. The masses may be educated through the motion picture as well as through the columns of the newspaper. For these reasons I commend your active consideration of proper motion picture regulation in your home community.

## DRAMATIC PLAY AS A FORM OF COMMUNITY RECREATION\*

MRS. AUGUST BELMONT

President, Educational Dramatic League, New York City

There is very real recreation in amateur theatricals, and this is so popular that you find amateur dramatic clubs in connection with nearly every school, church and settlement, including many places where men and women work.

\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

## DRAMATIC PLAY AS A COMMUNITY RECREATION

### **In All of Us**

The dramatic instinct is in all of us, and with proper and careful guidance can be utilized for the improvement of the whole human being. Carefully selected plays, produced by someone who knows how to give the full benefit to the player, may teach, not only diction, bearing, vocabulary, but originality, patriotism, morals.

Lately I have visited several reform schools for boys. At each I have asked how many boys is it estimated from records and supervision after they leave school, become honest citizens. The estimates averaged from sixty to seventy-five per cent. Yet all are committed for some bad deed or deeds. Isn't it reasonable to suppose that in many cases the badness comes from a *misplaced* dramatic instinct? As an example of what I mean, I know of a "gang" of boys near Hull House in Chicago who performed every conceivable kind of incorrigible act for the sheer joy and pleasure of being arrested—so that they might have a triumphal exit, in the midst of great excitement on the part of the neighborhood, riding in the "buz" wagon, as they call it, to the sound of a clanging bell. The one who could devise sufficient kinds of cussedness to be arrested more often than the others became the acknowledged hero,—the leader of the gang.

### **The Right Kind of Hero—or the Wrong?**

To catch such youths as these before leaving school, or just after becoming young wage earners, and steady their ideas as to what constitutes a hero, let them play at being some of the biggest and finest the world's history and literature have produced. Who knows but such assumption of character when they are in the stage of sensitive evolution, by the forcefulness of impressions to which they study to give expression, may not develop, say at least a desire, to be the right kind of hero or heroine?

### **Develops the Child All Round**

Everywhere in colleges, high schools, public schools, settlement and church clubs, they are realizing the value of these amateur dramatic groups. Until lately, however, they have developed because of the eternal child in us all, which whispers, "Let's pretend." But teachers dealing with children in the public schools, many of whom speak little or no English in their homes, find the best way to interest the children in our country and language is not to teach hard rules of grammar and rhetoric, but to let the children "speak a piece." This arouses not only interest but enthusiasm.



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They watch their pronunciation carefully, and as one teacher who had just produced a play in her school, said, "It develops the child all round." Not only does it bring about a marked improvement but an ambition to improve is apparent. A boy who wants to play the king hardly waits to be told to stand erect and assume a kingly bearing.

This living of noble thoughts, even if it is only in the world of make-believe, must leave its stamp on the mind and the body.

### **What Makes a Villain?**

Then, too, besides training the young in statistics and mathematics, in how to work, isn't it worth while to add to their training a little knowledge of that vital part of them,—their emotions,—to show them the critical moment at which the villain in the play becomes the villain, and how the same emotion which has brought this about, differently handled, could have made him a hero? It is strange, but in the majority there burns, perhaps dimly, but nevertheless burning, a desire to be a hero.

Young folks all love this broader, better developed game of make-believe, and try hard for the honor and responsibility of the leading characters. It trains their memories; if properly taught, robs them of self-consciousness, helps them to a confidence before groups of people, is a training for those who some day may become public speakers. And so in the firm belief that this branch of recreation is also an important part of education, the Educational Dramatic League was organized in January, 1913, to promote the educational value, to raise the standard of the amateur dramatic work being done in all parts of New York City. This needs not new equipment but co-operation with organizations already in operation. The League aims to form clubs when desired in communities where they do not exist and to supply competent teachers who will train the players.

### **League Beginnings**

We have taken, as the nucleus of what we hope to accomplish, the original Children's Theatre, which caused such favorable comment, interest and encouragement from noted thinkers.

Since the Children's Theatre closed, the Educational Players, a group of young wage earners, clerks, salesmen, have worked along the same lines under the name of The Educational Players. The principal aim of the Educational Dramatic League is to bring to many the opportunities this one group has had and to teach

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teachers how to use the dramatic instinct to the greatest entertainment and educational advantage of the player and, consequently, the audience.

We believe if we can take the work begun at the Children's Theatre, the methods and principles of which were a discovery, as the work progressed and not the idea with which the Theatre originated, we can produce the same results, not in one group alone, but among many.

### **Not a School of Acting**

The Educational Dramatic League is not a self-appointed censor of plays, nor is it a school of acting.

It only differentiates its own method from the professional and the usual amateur dramatic productions. We believe the production is not the main thing, but the player, and the player not the audience must be entertained and interested, though it naturally follows that in developing your player you improve his work, and so both player and audience profit.

### **The Play Must Make for Good**

In regard to the plays we plan to use, for the use of our Play Selecting Committee, our Dramatic Director, Mrs. Emma Sheridan Fry,

drew up a few rules which may interest you.

"The play must make for good. An educational play must present a life problem sanely; and helpfully offer the player field for the study of life as he is likely to find it in his development as a human being. No matter what the problem presented, it should deepen the player's knowledge of good, and his grasp on the law that the ultimate service of evil is to establish good. Any play that forces the player into a field of violent emotions is unsuitable. Unless there be compensating educational profit, no player should be put through death agonies and insanity, or other deviations from the normal. It is rather the province of the educational play to let loose impulses of gaiety, health, the lighter heroisms, the graciousness of every-day life, the sturdiness that attacks the daily tasks and finds happiness therein."

### **Beyond the Work-a-day World**

We believe that all work and no play makes Jack indeed a dull—or worse—a discontented boy. Work is a privilege, and work well done

with pride in the doing is a source of deep and real pleasure. But days, weeks, months spent in working, eating and sleeping can lead only to dullness or discontent.

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Because a man or woman uses a typewriter, sells groceries, farms or scrubs is no reason for supposing that he or she may not have the soul of a poet, only he uses the typewriter, the shop or the farm as a more profitable means of earning a living.

But everyone profits by knowing something about a subject totally different from the one at which he works; first, because change of occupation is recreation and this particular form of recreation is a stimulus to the imagination, as well as an outlet for self-expression. I have read in a delightful book that "Adam had but to imagine a bird and it was born into life, and that he created all things out of himself by an unflagging fancy." By imagination one may reach the stars, a journey well worth the taking.

### **Three Classes for Teachers**

We count among the principal things we have accomplished since January the establishment of three classes for teachers: the theory and principles of educational dramatics, which course is held in Teachers College at Columbia University; the speech and action class held in the recreation centers and in Public School 63; the class for educational principles as applied to two plays which have been especially selected for a competition this spring.

Prizes have been offered for the best club performance of each play. We have already over forty teachers studying, more than half of whom have come directly from their own clubs or settlements to learn the educational method. There are eight clubs rehearsing in "Pygmalion and Galatea," the senior play, and ten in the "House of the Heart," the junior play.

### **Two Plays for Competitive Production**

Arrangements are well under way for these performances in public school auditoriums. There are forty-four to select from, thanks to the generous co-operation of the Board of Education. In June when the competitions are over, there will be two or three picked casts which will, on certain holidays, play in the park auditoriums, of which there are three, placed at our disposal for this purpose by the Commissioner of Parks. Several musical clubs have volunteered to play overtures and incidental music.

Next spring the League plans a Shakesperean Festival of A Winter's Tale. The cast will be selected from the best players of the various clubs belonging to the League with the Educational Players as a nucleus. Such a performance involving a money and artistic responsibility is a fine influence for the whole cast. Some



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day we hope to have a group of League players who will be invited abroad as the Hull House Players were invited to visit Dublin.

Already arrangements are being made for the exchange of plays and casts of high standard from one neighborhood in New York to another, thus giving greater zest to the work and pleasure to a greater number of people.

**For the Parents, Too** Then, too, the plays will bring recreation nearer to parents of children in congested districts who have little time and less money for amusements, with the added joy that their children will be creating this pleasure.

We hope in time these groups will have their own designer of costumes and scenery and write their own plays. To make this a nearer possibility, the League has opened a play-writing competition. Two small money prizes will be offered for the best idea for a play and the best play of three acts. Should these winning ideas prove exceptional, we shall assist the authors in their publication, or, if they are adaptable to educational dramatic purposes we shall produce the play with a selected group of players.

A committee of wise judges has been formed to decide the momentous question of "which shall it be."

**A Dramatic Library** For our members, we have a library of dramatic literature and shall have in addition a list of plays suitable for educational purposes, and with each, explanatory notes for the guidance of teachers.

All over the country there is a strong wave of interest drama-ward. There are individual groups working along educational lines, but I know of no other movement at all like this. In time I hope we may all co-operate. The League has not the slightest idea of competition or opposition. Its object is national, not local. And we believe with Emerson, "If a man can write a better book, preach a better sermon, or make a better mouse trap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door."

**Not Recruiting for the Professional Stage** For fear of any misunderstanding I wish to assure you we are not attempting to create actors or gather recruits for the professional stage. If in the course of the League's work we come across one or two, I'm sure no one could object, but we wish simply to assist those who, unaided, spend much time and energy in a hap-hazard fashion, rehearsing plays that are of low standard, ethically and

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artistically. We are not dealing with dramatic talent but with that natural instinct which is the cry in each human being to find outlet in expression. The work can be for all in that it places recreation within the reach of all; but it also forms an important part of what is called "prevention," that fore-thoughtful ounce of prevention which in the lives of many people has been worth ten pounds of cure.

### **It Is by Utterance We Live**

In closing I should like to quote a passage from a letter which seems to me pertinent to the subject, written from his prison cell by a famous man to his friend. He says,—“Whether or not this letter does good to narrow natures and hectic brains, to me it has done good. I have ‘cleaned my bosom of much perilous stuff.’ I need not remind you that mere expression is to an artist the supreme and only mode of life. It is by *utterance* that we live. Of the many, many things for which I have to thank the Governor, there is none for which I am more grateful than his permission to write fully to you. For nearly two years I have had within a growing burden of bitterness, much of which I have now got rid. On the other side of the prison wall, there are some poor black soot-besmirched trees which are just breaking out into buds of an almost shrill green. I know quite well what they are going through;—they are finding expression.”

## A RURAL PAGEANT\*

J. F. TAINTOR

Professor of English, Ripon College, Ripon, Wisconsin

The Ripon Pageant was a small affair; it enlisted not more than five hundred people as participants. It was an inexpensive enterprise; it cost not more than six hundred dollars. It was a self-sustaining undertaking; it more than paid for itself. It was a spectacle of brief duration; it was given on only one day and covered just three hours. But the Ripon Pageant was successful. It was well done. It met with enthusiastic approval. It made a fine impression. That after all is the main thing. I think I am wholly justified in saying that the city of Ripon never

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

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went to bed better satisfied with itself, never turned out the lights with a more genuine glow of pleasure at having done something worth while and having done it well, than it did the night after the pageant on June 10, 1910. We all of us wrapped the drapery of our couch about us and lay down to pleasant dreams. I know for myself that I went to bed that night having dropped from my shoulders a burden as large if not as heavy as that carried by Christian in the old-time picture illustrating Bunyan's famous allegory.

### Community

### Self-appreciation

For the next week we were all like little children saying to each other, "Didn't we do that well?" I will not stop to moralize upon it, but that experience—that modest yet real community self-appreciation, begotten of a united community effort is worth far more than the spectacle itself.

In 1908 I witnessed the Oxford Pageant. The word "Pageant" at that time had little meaning to me. It suggested some of those interminable affairs that Motley describes as so delighting the Dutch. I first learned of the Oxford pageant from an Oxford lady who came into our train compartment at Birmingham. I tell this because it illustrates the way to make a pageant successful. This lady, then an entire stranger, interested herself in our party and insisted that we must hasten on to Oxford. While at Stratford I received a letter and a telegram from her giving me further instructions. Of course I went. That is the way to secure spectators for a pageant, for every individual to talk it everywhere and enthusiastically. The Ripon Pageant was really due to this lady from Oxford, because it would not have been if I had not gone to Oxford, at her invitation.

The suggestion that in our way we might have a pageant at Ripon was made by that member of my family who makes all the wise suggestions. I easily fell in with the suggestion. But—lest any one should think that there was any predisposition in a college town that made the idea take root easily—let me say that there was scarcely another person in Ripon at that time who had any idea that pageantry had any relation whatever to modern life, or who knew more about a pageant than I did when my friend urged my coming to Oxford.

### Afraid at First

That same year, before the idea had taken root in American soil, I suggested the at-



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tempt at Ripon. But people were afraid of it, I was afraid of it; so we lost the opportunity of being the first—at least in the west—to do a fine thing.

### A Second Attempt

The next year I tried again. We might still if we hastened be almost the first to deal with local history, and I screwed my courage to the sticking point. I began with the senior class at the college. They appointed a committee. That was the first peg driven. You must drive a first stake somewhere.

The college authorities were next interested and a co-operating committee of the college faculty was named. Then I consulted the president of the Commercial Club. He was a man of some vision, and he saw the possibilities. At a full meeting of the club the case was stated. There was not much enthusiasm on the part of the business men, but a committee was appointed here also. The women's clubs and similar organizations and the public schools were next visited and more committees named. These various committees were then made into one central committee and we were fairly on our way towards a community pageant.

### Difficult to Preserve Unity

The different scenes to be presented had already been fairly determined and they were assigned to different local organizations to work up in proper fashion. This interested a variety of people, but it created a difficulty sure to be met with if this method is followed. It made it very difficult to preserve anything like unity or logical coherence in the pageant. If the affair had not been pretty definitely conceived before hand, and if the directions had not been explicit, we should have failed.

So many people at work, people with different tastes and varying ideas, some eager to introduce odd or eccentric features made it well nigh impossible to make each scene dignified and free from buffoonery and at the same time full of action or movement.

### Nine Historic Scenes and an Epilogue

As the result of the preliminary preparations and of the subsequent labors of committees and actors, we put on a pageant of nine historic scenes and an epilogue or symbolic scene. The pageant was divided into three parts; before each part a sort of Greek chorus recited a prologue outlining the events to follow.

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The first part dealt with traditions; the second part with local history; the third part with events in which local history touched national history. The epilogue was a sort of illogical, but natural recognition of the senior class by whom nominally the affair was started.

### **As to Material**

It may be of interest now to know something of the material with which we had to do.

Ripon has a population of about four thousand. There is a college on the hill attended by possibly three hundred students. The town is conservative. It does not take easily to new ventures. It does not lightly plunge into brilliant schemes devised by the vain imaginations of college professors. The lure of the pageant was like the tempting fly of which the trout is wary. It took some time to persuade them to take the bait.

There were no leaders for an event of the sort. I had seen a pageant—that was our capital stock. We had no stage artists, no expert directors, no trained or experienced actors, no one dramatic genius. There was no one who for any reason whatever could be singled out as peculiarly fitted to act as an executive head for an undertaking, which to nearly all citizens was as vague and nebulous as are the affairs on the planet Mars. I say this merely to suggest that a pageant of this sort does not demand leading talent. It calls rather for genuine interest and for hard work.

### **Suggestive Incidents Easily Discovered**

On the other hand, it must be said, we had as a town unusual material for a successful pageant of local history. We did not need to go beyond local and neighborhood history for our facts. We drew water out of our own wells. That much was to our advantage.

Jean Nicolet landed at Green Bay and made his approach to the Indians in a most dramatic manner. Green Bay is near enough Ripon for pageant purposes. Indians and Frenchmen, long-barreled pistols and crimson damask cloaks with which Nicolet astounded the redmen, made a fine starting point.

The Jesuit Missionary Marquette and the explorer Joliet, on their way to the Mississippi, followed the course of a near-by river. Missionaries and adventurers, wigwams and bark canoes, priestly blessings and Indian orations afforded suggestions for a second spectacle.

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Our beautiful Green Lake, the finest resort in the country, is crowded with Indian memories, and we easily found a legend that contributed much to the effect of the pageant.

Ripon was founded by the famous Wisconsin Phalanx, a company of Fourierites, or a communistic brotherhood. Their coming in ox-carts—men, women, children,—and their later social life furnished excellent material.

That great national organization—the Republican Party—just now enjoying a well earned rest—was almost born at Ripon. The building, a little school house in which the birth was deferred, now stands on the college campus. The Republican party received its name at Ripon; its organization was planned, but with a modesty unusual among politicians the organization was deferred because it seemed presumptuous for so few to start a national party. The honor of being called the birth-place therefore belongs to Jackson, Michigan, but we made all the arrangements at Ripon. That made good material.

Other scenes in connection with college and community were easily available. There were some stirring scenes in Ripon during the sixties. All that was necessary therefore in order to procure a pageant was a bit of imagination, a larger bit of genuine personal interest, and a still larger amount of hard work.

### **With Nature for Scenery**

A word now as to the machinery. We used very little artificial scenery. The locating of a temporary tree here and there, and some freshly cut boughs were all we needed to assist the advantages nature furnished. We provided a tent, minus the walls, to protect the spectators from sun and rain and trusted providence to keep the actors dry. We advertised with some thoroughness. We had our tickets on sale long enough before hand to insure success. We raised a guarantee fund to protect us from loss—though we did not call on the fund for help. We prepared a booklet of reasonable size.

The practical difficulties in the way of such an undertaking are many. The uncertainty, in some places, of the weather always makes a problem. If you live where it never rains there will be no trouble. In our case, we could not postpone; we had just one chance. Fortunately providence smiled on us that day; otherwise the whole thing would have been a failure. Usually, however, postponement is possible.



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### **Costumes Difficult**

Again, the costuming is a difficulty. In the first place in the average modern community, our American costumes never have been of the sort that lend themselves to spectacles. In this part of the world with colonial or revolutionary history to draw upon, there will be little difficulty, but the ordinary black or gray or brown of sack coat and pressed trousers does not enrich or illuminate the landscape.

As far as possible individuals provided their own costumes. In some cases the women's clubs took charge of them. But for all the prominent figures, and of course for the Indians, we depended on the costumer from a nearby city. I may say here that in spite of the confusion of the dressing quarters, we lost few pieces of costume. Strange to report—three pairs of old fashioned heavy top-boots vanished into the air—where they went to, I have never discovered, but they cost us five dollars a pair. Beware of borrowing—for any uncertain persons—the old fashioned and much prized dress of some one's grandmother. People are unbelievably careless about borrowed things. They are not returned; they are left in a heap anywhere; they are abused. I know of an old heirloom of this sort that one heedless person deliberately cut up and made over, of one bonnet belonging to a great grandmother thrown out as rubbish. It is almost impossible to maintain oversight over such things. It is dangerous to borrow.

### **Indifference to Be Reckoned with**

Rehearsals are always difficult where large numbers are involved. But it is a comfort to know that somehow or other the rehearsals accomplish things—even when one is most disheartened by the common inattention to them. A difficulty that is not always met, but that may be encountered is the indifference or the inertia of the public. As a matter of fact I was not sure till three days before the pageant that we should touch the community at all. There was interest, but there was a sort of feeling—kept in the background—that it would not be much of an affair after all. On the day of the last rehearsal when some of the college boys appeared on the streets as wild Indians people began to take notice. This was the beginning of the movement which brought the crowd. But the people in some

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communities are uncertain, and it is necessary to convince them that something worth while is going to take place.

Difficulties however vary in different places. They are sure to be met and they must be overcome. It is perhaps more to the point to note some of the elements of success.

**They Didn't Wait!** An important element of success is the element of time. Delays are dangerous, tedious, annoying. We began on time, we moved on without intermission, we were through just when we planned to be through. One of the most delightful memories I have of the occasion is of a young woman, costumed for public notice, who came to the appointed place just in time to find that the procession to which she belonged was already before the spectators. I can see her now as she stamped her foot and cried out, "They might have waited." The fact that they did not wait was one of the secrets of success. No one or not more than one missed the young lady—everyone would have felt the delay.

Scene followed close upon scene. To wait between scenes inevitably suggests that something is being made ready, adjusted, fixed up. It destroys the impression of spontaneity. People do not like to be made conscious of machinery. The promptness with which the affair goes off is an element of great importance. The best recipe for failure is squeaking machinery.

Like this is the second element to be noted—action, movement. People like action. I am afraid of the symbolic pageant. It is action, life in motion that captures the spectator. I think one of the most effective scenes in the pageant was one in which the actors really violated instructions and acted on instinct.

**More Realistic  
than Expected**

A frontiersman had been trapped in his cabin by the Indians. From within he had killed off a number of the redskins. His enemies however gradually crept nearer, shooting fire-tipped arrows at his cabin. We were afraid of a realistic blaze and had advised the Indians to stop short of a real fire. But the redskins forgot instructions. They crept up to the walls and they played the genuine savage by making a genuine fire. The paper walls went up in flame and smoke, to the great delight of the spectators, as the Indians captured the man who was smoked and burned out. It helped the action wondrously.

A third element that made for success was the variety of

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people interested. Our aim was to engage in the work of preparation as many types as possible. It may be wise even to lose a little in the grade of work done for the sake of enlisting a wider circle. There was scarcely any phase of life in the community that was not drawn upon either for work in preparation or for participation in the pageant itself.

I may name one other element that in our case added to the measure of success. The pageant was to nine out of ten people a distinct surprise. It was so much more of an affair than they looked for, was so much better done than was anticipated that the unexpected excellence really added materially to the enthusiasm of approval, and hearty approval is what makes success.

### **Is It Worth While?**

But after all, the question to one who has been through the experience, comes with insistence, "Is it worth while?" What comes of it? Is the result valuable enough to pay for the labor? I believe it is. If I knew just how to secure new and effective material, I should like to try again.

In the first place the practical feature of instruction is not to be ignored. A pageant is a teacher. When it deals, as ours dealt, with local history it may do more towards familiarizing the people with their own history than could be done by many courses of lectures. It condenses nebulous matter so that where men have seen a mist, they see a star. It represents in present day terms the actions of long ago. We see, we understand, we remember as we could do as the result of no other method. I presume the people of Ripon learned from the scenes of the pageant more about the Wisconsin Phalanx—their successful experiment, their happy conditions, their friendly dissolution—than they had learned from all the records of their doings.

### **Too Costly if Only a Play Day**

In the second place, the rural pageant, or any pageant, has value because of its effect on the local self-consciousness. Let me say here that merely as a play day—merely as one day like Pippa's New Year's Day, such an event is not worth while. As a day on which the community takes a vacation and enjoys the freedom of play, it is too costly. I am interested in play—we all are. I lived for two months a year ago where I looked out upon



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a German school. I speak within bounds when I say that the children were on the playground a quarter of the school time. They played for business—and the teachers were with them. That was good—far better than our American ten-minute recess.

But one play day for the community that costs so much time and effort is not worth while. The amusement is too expensive, nevertheless it is worth while, not for the play, but for the effect of the play. It is so to say a dress-up day for the community. It is a time that puts the community upon its dignity. Apart from the religious value of Sunday, the seventh day is of incalculable worth to the community as a day for one's best clothes. One has a sense of manhood, of independence, of self-approval when one has on one's Sunday best that one can never attain in loose slippers and collarless shirt.

I have heard of a woman, given to dress and indifferent to religion, who once said that all the supposed comfort one might gain from religion, could never equal the satisfaction one took in a perfectly fitting dress. Her philosophy may be questioned, but unquestionably it is worth while for a community as well as for a man sometimes to dress up.

That is precisely what a rural pageant does, it makes the community for the day hold up its head and walk erect as does the man in epaulets and gold stripes. That is a good thing for any community. It is one of the factors silent and unnoted, that go towards making up the community character.

### **The Beauty of the Afterglow**

Another result of such community undertaking is, as I have already suggested, to be found in the afterglow. This result can neither be weighed nor measured, it cannot be tabulated nor rendered visible. But it is a result of real value.

A gentleman was at my home one evening some years ago. He was a man of considerable means, but a man who seldom dealt in large benevolences. He had just given a small but still a generous and wholly voluntary gift to some local interest. I congratulated him upon it. "Yes," he said, "it does give one a sort of glow." Now I am of the opinion that that "glow" was one of the most valuable experiences of the year for that man. It passed away, but it was not wholly lost. Something like that is true of the afterglow of the pageant. It has vanished. We may ask with Wordsworth—"whither is fled the visionary glow?"

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Where is it now, the glory and the dream?" It is no more—and yet we may say also—

"Oh, joy, that in our embers.  
Is something that doth live."

It is not wholly gone. It was a good thing for the community to know that thrill of pleasure. It remains like the many feelings of "unremembered pleasures, such perhaps as have no slight or trivial influence" on a "good man's life." If for no other reason, for this alone it is worth while.

Finally, a pageant is worth while because it does for us what every day life cannot do. Every day life, if we only knew it, is full of romance, but it seems dull. Every life here would easily furnish material for more than one thrilling romance, but we do not see it. We live in prose, not in poetry. We deal with hard facts, not with colored fancies. We find our romances in the novel, not in our own experience.

Anything that shows us the true idealism of life is of power. Anything that strips away for us the commonplace and makes the beauty and the romance and the idealism of life appear is worth while.

### Every Man a Poet

The founders of Ripon came in ox-carts. They lived lives of toil and of hardship. They did not see the romance of it. But when we saw them in the pageant, we forgot the dull drudgery of their life and there arose before us an idyllic picture of life as it really is. So of every scene. We saw to the heart of things—we saw life as it really is, a thing of beauty. Life is a divine ideal, and the toils and hardship are but the husks that in time fall off, and leave for us the "vision splendid," the glory of which shall not pass away from the earth.

In "The Return of Peter Grimm" as you may remember, the song of the clown lures the boy toward the circus—and when instead of the circus he is taken from the world, it is still to the far-away song of the circus clown now transfigured, glorified as the song of the angels, that he passes into the celestial world. The real becomes the ideal. So our Wisconsin Phalanx came to Ripon in rumbling ox-carts. But we, in the pageant, saw them, in the same ox-cart indeed, but all the rumbling and the jolting were gone, and they passed before as ideal men and women.

## ART IN THE RECREATION CENTERS \*

WILL LA FAVOR

Director, Washington Park, Pittsburgh, Pennsylvania

Emerson has said: "Though we travel the world over to find the beautiful we must carry it with us, or we find it not."

America, with her great store of wealth, with wonderful art collections and good pictures gathered from every clime and people, has realized that art is needed, and must be not for the chosen few, but for the masses. For too long a time the humble had to be content with sordid things. They all needed help to lead up to brighter aspirations and deeper spiritual life. They needed the refining influence of real art. They needed it in abundance. Our land is too new to hope ever to catch up with Japan in the art spirit—Japan where every day work is every day play. Hours of labor are not hours to shrink from, but to look forward to, the time far too short to express fully poetry and song on exquisite Cloisonnes, silk brocades, delicate carvings, castings or metal work.

### **The City Beautiful**

Just now almost every city, town and hamlet in this country has caught the cry "For a city beautiful"—not a visionary city for another life, but a real, a tangible dwelling place, a city with pure water, clean streets, shade trees, a city modeled for the humble as well as for the exalted.

Frequently in cities where bond issues come up for the vote of the people, bonds to make "The City Beautiful," the people vote it down and the commission is without funds to carry out its dreams. Why should the day laborer help pay for the beautiful plazas, the grand boulevards, the magnificent parks—where he finds no benefit or pleasure for himself, family or neighbors? The parks are too far away and street car fare for the family is too great an expense and the laborer argues that if the rich people want these things, they may pay the bills. Who can blame the poor man? He has looked upon the æsthetic, the beautiful, as belonging peculiarly to that privileged class, the rich. He has been blinded from seeing any pleasure he may receive from it. It is all too true that it is only of late that any considerable consideration has been given him and his fellows, to bring any of the things to satisfy the eye, things beautiful that would help rest the weary mind and body

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913



## ART IN THE RECREATION CENTERS

after the hard day's toil. There are open air concerts within reach of some, sometimes good music in cheap theatres, but the eye, the window of the soul, is the last to be freed from offense.

### **Let It Be for All**

Why can't the common council, the planning commission, the playground board, start their city beautiful in the very midst of real life, in or about the so-called slums, not necessarily destroying great blocks of houses, to widen the arteries leading from the homes of the rich to the business centres, but by cleaning, paving, parking and planting, and then somewhere near placing a playground, a real park, be it ever so small, beautiful in itself; making this, as it were, a spot from which the beautifying of a whole city may radiate; greatest care being taken in all arrangement of trees, grass plots, flowers, and pools or fountains.

### **The Field House Should Be Artistic**

A field house, where something of refined living may be given, must be an example of good architecture, however simple and inexpensive. A mere shed for shelter is not enough. If it is to be a house of any proportion, then the artistic effects within must be considered—plenty of daylight and an abundance of warm soft light at night, a homelike and comfortable atmosphere; walls of light decoration, furniture, plants and pictures all carefully selected and placed, giving a feeling of satisfaction and rest, a real oasis in the great desert.

### **Nearer God**

There need be no fear that the spot shall be too beautiful, too far removed from the appreciation of the people. It would be well if all children and adults could be impressed as one of our little five-year-olds who, with a number of other children, was taken to a great conservatory. When they reached the beautiful palm house, he crept up to the playground worker, and drawing her down to him, whispered, "Is this where God lives?" Would it not be well if all playgrounds and social settlements, had more of that atmosphere?

### **Pictures for the Field House**

Good pictures, clear prints of master-pieces, have proved such educators that hardly too much emphasis can be placed on their value in the field house. One of the teachers of a Boston school purchased numbers of small pictures for her classes. In a comparatively short time little tots came bringing pennies to the teacher saying, "My mother wants you to buy her some pictures just like

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those you have on the wall." A real work had been accomplished in helping the children to find something of the spirit of the pictures. More than one child will declare he knows how the angels look because he has seen their pictures. Good sculpturing should be familiar to all. All should know something of the great artists and their works. Strange how many know of poets and musicians, their names being household words, while artists are almost unknown!

One of the beautiful groups of modern marbles is "The First Burial," Adam and Eve carrying their dead son Abel. All are nude figures with no suggestion of nakedness and it is seldom that any child or adult looks at this beautiful trio without exclaiming, "How beautiful!" Another impressive and really spiritual group is by Mr. Daniel C. French, "Death and the Sculptor." The beautiful figure of Death, the face of white, is more than half hidden, one hand gently touching the hand of the young sculptor, the other holding a bunch of poppies. The sculptor has but half finished his relief of the Sphinx typifying Silence and Mystery. Death must have lost much of its terror for hosts of people since Mr. French gave us this group. Every center ought to have good photographs of these.

### **Art as Essential as Music**

While all concede that music is an essential part of every boy's and girl's education, the kindred art is still considered by many as a questionable part of the school curriculum. Much of the so-called art taught in our public schools, drawing by count or other mechanical methods, has been deadening to all inspiration and originality. It comes within the province of the social settlement and playground center to foster a broader art, where children and adults may find means of expressing themselves in drawing and clay as naturally as they would in music or poetry. Almost every child longs to express himself by some of these means. More than a score of boys have sidled up to me when I have been playing in clay with the half-whispered request, "I wish I could make something with that clay." Little lads and young men have played from two and a half to three hours at a time without the least sign of weariness or a disposition to stop. The results of the effort were often crude in the extreme, yet in every case the worker felt as though he had accomplished great things, and above all had had such "a fine time."

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### Even a Little Reaches Far

Art is no longer picture-making alone, in fact that is but a very small part of it. Art should be found here, as in Japan, touching every nook and corner from the simplest article of decoration in our homes to the great cathedrals with their graceful spires. Art in its simplicity should be made practical for all mankind, for all can make use of it. Even the butcher and the baker, as well as the small grocer will display his wares to much better advantage and give less offense to the eye if he has even a small touch of art. Art has many doors, not a few of which open directly into the commercial world, as dressmaking, millinery, tailoring, window dressing, designing furniture, wall paper, rugs, fabrics, decorations for special occasions, engraving, painting, portrait painting, illustrating, sculpturing, and the greatest art of all, architecture.

### Into the Homes

No child or adult is frittering away his time when studying any line which opens up the avenues to the world beautiful. There must be art not only in galleries and field houses, but more of it in the homes. There would be greater happiness, less unrest, among parents and children if there were more consideration of art in the selection of papers, good pictures, well framed and properly hung, simple carpets or rugs, rugs which do not demand attention when one enters the room, and a few choice or simple flowers placed naturally in the vases. There is not the time in this busy land to spend seasons in studying the arrangement of flowers as they do in Cherry Blossom land, but attention and a little time would be well spent in teaching children how to arrange even a single flower with its leaves to make it a delight and satisfaction to the eye.

### The Message of the Flowers

Hardly too much stress can be placed on the importance of the Flower Day as carried on in some playground centres. Adults as well as children long for these touches of nature. There is no playground or social center but has touching stories of the influence of a flower upon some unhappy life. At one time a group of Italians stopped a social worker who had been distributing bouquets by the hundreds. Though the empty box was shown, with nothing left but broken petals and leaves of snowballs, by signs one working man begged for these. Taking them in his grimy hands, he buried his face in the green, the tears streaming down his cheeks. What



## ART IN THE RECREATION CENTERS

more beautiful, refining, spiritualizing influence can be exerted than that of beautiful flowers?

**Beauty in Dress** Hardly any greater field of helpfulness is open for the playground worker than guiding boys and girls in their dress and personal care. It is safe to say that many are the girls who have unwittingly been immodest in their dress and have been led astray by so doing. It is but the natural order of life that womenkind should be beautiful in the eyes of man, that she should fascinate him and the man please the woman. Girls should be taught the selection of colors best adapted to their complexion and conditions, helped to be as beautiful as possible by all legitimate means, with the hair dressed to accentuate the best lines of the face, no matter what the prevailing style may be. In all things they should be taught how to please the best and highest and not the lowest and meanest in man.

**Keep the Beauty Brought from the Home Country** Impress upon all foreigners that the hand-made garments, ornaments, cooking utensils which they brought into this Land of Promise are not to be discarded for the cheap, ready-made, machine-produced articles, which are without beauty, interest or individuality, even though doubtless many colors which were in perfect harmony in their own land under their sky may seem harsh and out of place in their new surroundings.

**And Always the Beauty of Nature** Much might be done to make life happier if children had the beauties of nature unfolded to them, if they were taught to see the fascinating landscape through the fog and so find a charming Corot for themselves. They may learn to see the cold purples on the hillside and the deep greens of the great trees with trunks of rich reddish brown like dregs of wine, while in the valley are shades of the most beautiful lilac hues.

All this teaching comes as much within the scope of playground workers as that of others, for their opportunities are many for helping children to realize in a free way that life is happier, more worth living, when beauty is discerned everywhere, although they themselves must often make some effort if they are to attain this beauty and enjoy it in great abundance.

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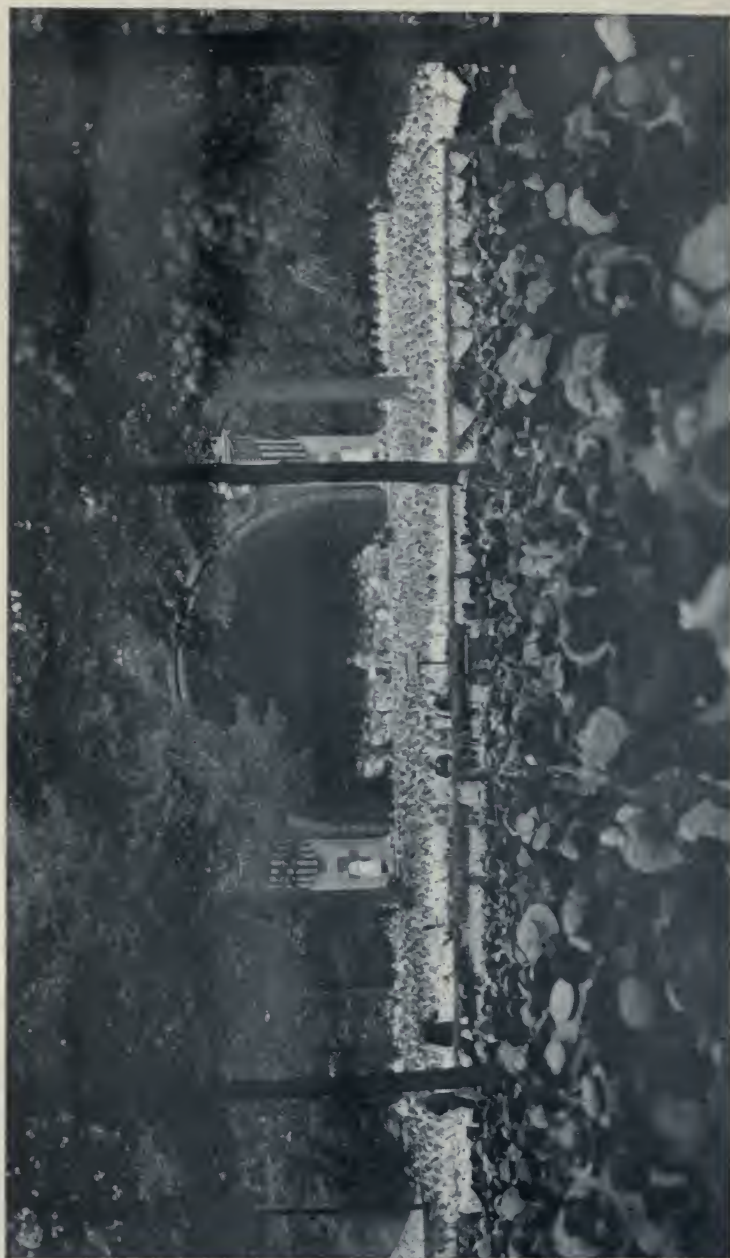
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*Home and School League, Philadelphia, Pa.*

A NEIGHBORHOOD FINDING ITSELF THROUGH THE PUBLIC  
SCHOOL EVENING RECREATION CENTER.—THE PEOPLE  
AND THEIR MAYOR MEETING TOGETHER

## THE AIMS OF ADULT RECREATION \*

MARY P. FOLLETT

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### **After Organized Play—What?**

We have all had a tendency, I think, to be a little vague about aims when it has been a question of grown-ups. When asked to write a paper on adult recreation, I inquired what adult meant and was told, "All who no longer count themselves children." Much more has been done in formulating the ends to be reached through play for those under sixteen than for those over that age. It is difficult, however, to develop a proper technique for the recreation of adults if we do not put clearly before ourselves the objects of that technique. We have all talked a good deal about organized play and supervised play, and indeed that emphasis has been needed and is needed and will be needed for a long time yet to come. Still most of us are now looking forward to the step beyond this and are asking, more specifically than ever before when speaking of *adult* recreation, —organized for what purpose? supervised with what intention, to what end? We have been delighted justly with the results of organized play, as measured against unorganized play, but organized play is certainly not where we are going to leave off; it is exactly where we are going to begin. Let us suppose we *have* organized play. Now what are the aims of organized recreation for adults? In other words, what is it we hope from the leisure hours of working young men and women, or older men and women?

### **To Develop the Social Being**

I should say the primary, fundamental aim, including all others, is to develop the true social being, to fit men and women to take their place in society,—to fulfil its general relations, its civic relations, to the utmost of their ability. What is needed to attain this end?

### **Subordinate the Indi- vidual to the Group**

First, to teach the subordination of the individual to the group, not the subordination of repression, but of activity for the common good.

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\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

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### **Develop a Sense of Responsibility**

Secondly, to develop the powers of self-expression and initiative and the sense of responsibility. As has been recently pointed out, many men and women work all day in occupations which tend to repress and stifle all initiative, all power of decision, of self-expression, or of self-dependence. Even when the factor of the machine does not enter in, one obeys every moment orders from above, and never has the education of making one's own decisions and failing or succeeding from one's own initiative. Is the development of our young men and women to stop here? Are we going to have the right kind of citizens unless we provide *means* to develop initiative, will-power, self-direction? Those who have made a special study of the years from sixteen to twenty-five agree that the quality most often lacking, or existing in very small degree, is that one most needed of all—a sense of responsibility. How to arouse and develop the sense of responsibility through recreation is one of the most vital problems before us, I believe. To this end, and to other ends, all adult recreation should be constantly and insistently a training in self-government.

### **Form Desirable Habits**

Third, the formation of habits is a most important part of recreation. You cannot *preach* to people pluck, perseverance, moderation, self-restraint, and expect them thereby to become persevering, self-controlled. You may at the utmost arouse their admiration of these qualities, even their wish to possess them, which is of course a good foundation, but it is, alas, only the foundation, the whole structure has now to be erected. How are we going to help our young people erect this structure?

### **Each One Must Have a Definite Purpose**

The Boston School Committee in October, 1912, opened, in four high-school buildings, evening recreation centers for all those over fourteen not in school. Only those are allowed to join the Boston evening centers who wish to come for some *definite* purpose. This is a principle not yet fully accepted in *adult* recreation, but one that I believe is coming to be accepted more and more. It has always been thought necessary to provide some specific activity, basket-weaving, sloyd, games, for children's clubs, but many people have thought that those over sixteen or seventeen could come together with profit in what was called a social club. Most of us think now that the degree of profit from such clubs has been exaggerated.



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We have all known many of these social clubs (they are usually called social and literary clubs!), they often degenerate into mere lounging places or places to drop into for half an hour or so before the commercial amusements of the city begin, to read a newspaper or to make an appointment.

### Active Participation

Men and women, boys and girls, who have been under other people's direction all day need in the evening something more than passive amusement, which requires nothing but reception on their part. The active participation of the individual is necessary for the amusement to have life-giving power. We saw this in our mothers' clubs in our four centers this winter. They enjoyed seeing their children do folk-dances, but it was the afternoons when they danced the Virginia reel themselves that they went home with their faces aglow and with the quickened heart-beat which meant a lifting of burdens and an easier facing of the home problems.

### Ninety-five Clubs—and Not One "Social Club"

In our Boston evening centers we have made no provision for the so-called social club. We have had this winter in the four centers, twenty-nine musical clubs (orchestras, bands, glee clubs, mandolin clubs and mixed choruses), fourteen dramatic, eleven plain sewing, novelty sewing and Irish lace, one millinery, eight folk-dancing, one social dancing, four young men's civic clubs,\* one young women's

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\* In Munich one of the main objects of the continuation schools, considered of equal importance with the industrial training, is the training in citizenship. The Boston School Committee is one of the first school boards in this country to recognize training in citizenship as part of its duty to our youth from 14 to 21, as its duty to those who have left school at 14 as well as to those who are still in school, and it hopes to reach through the evening centers those it does not reach through the regular day or night school.

Mr. James Clark, President of the Edinburgh Board of Education, said in his report of 1911: "The close of the day school course is probably the most critical period in the life of children. There is grave danger of educational and moral waste if they are suddenly set free from discipline and instruction." And of equal interest and significance are the two questions and answers in the 1912 report of the Edinburgh organizer of continuation classes:

"How can the control, discipline and training of the old system of apprenticeship be obtained under modern conditions?"

"How can workers in blind alley occupations be prepared for entry into the ranks of adult labour?"

The answers given are:

"1. Attendance at continuation classes.

"2. The taking part in some part of corporate life—club life, Boy Scouts, Boys' Brigade, gymnastic classes, athletic clubs."

The juxtaposition of no. 1 and no. 2 is a striking corroboration of the position of the Boston School Committee which last year began the education of club activities in the evening centers, and this year is asking the Legislature for money for continuation schools. Our Committee has seen that the fourteen to eighteen or twenty year age must have further oversight and training and is taking the same two means as advocated by Edinburgh for providing that guidance.

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civic club, one men's civic club, eight athletic clubs, one printing, nine art, four boys' games clubs, four girls' games clubs (not for the playing of games, but to prepare girls from seventeen to twenty to tell stories to children and to teach them games and songs), and four mothers' clubs,—in all ninety-five.

### **Everybody Does Something**

The young people of each neighborhood have been steadily encouraged to *do* something. If some one had a wish to play the violin, that was discovered, and he was shown some way of learning how, so that he could join the neighborhood orchestra. If a young man wished to learn to debate or to know something of civic affairs, every opportunity was given him. Dancing was favored as being as valuable in its way as civic training. All who wished some form of activity were cordially welcomed in the centers. (They have had moving-pictures, it is true, once a week or once a fortnight, but all who came to these were encouraged to join some club and take some active part in the center). You can easily see the effect of this plan on the neighborhoods. As the young men and women could not get into the center clubs unless they did something, they began to inquire of themselves what they wished to do. Thus all had the training and development of the activity chosen. We hope through this requirement alone to make each neighborhood more *alive*.

### **Many Working for the Good of All**

Those activities were chosen for the centers which required pulling together, such as dramatic and glee clubs, orchestras and bands, civic and debating clubs, folk-dancing and team games. In these it was hoped the members would learn patience, perseverance, pluck, self-control, forbearance. But above everything else it was hoped that through such activities as these might be taught the valuable lesson of the subordination of the individual to the group.

### **A Basis of Self- government**

From the beginning we have had a basis of self-government. Each club had its own officers and constitution and was self-governing, while a central council in each center composed of the president and one elected delegate from each club was given as much control as it was able to take. It is hoped that some day these central councils will be sufficiently trained to take practical direction of the centers.

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### **Self-government Necessary to the Success of Adult Recreation**

The absolute insistence I always put on self-government is not only because I think people need this training. I think also it is the only way we can keep our members. It is a good idea to catch your hare before you cook it, and what some of us have felt chiefly about adult recreation was not so much perhaps concerned with the question of how to deal with adults after we got them, as how to get hold of them, or rather to keep them, for novelty will always bring numbers at first. I believe that there is only one way to keep them and that is to make them really feel that they are directing themselves, that the place is theirs, that they have charge of all the activities and are responsible for them. I believe that real self-government is absolutely necessary to the success of adult recreation.

For the older men and women the truth of this is obvious, but I believe it to be just as true for the young men and women. The adolescent age is utterly different, physiologically and psychologically, from the age of the child under fourteen. Just at this age, too, the external circumstances of the child's life are changing; he is earning money and is partially independent economically, and feels wholly independent humanly. Our methods must meet this state of things frankly, and be utterly different from those followed in school. The secret is to give this period of youth just as much self-direction as is wisely possible.

And the question is not whether we shall *allow* them self-government or not; we have to *teach* them self-government. Self-government is not a thing which can be *presented* to you. It is like almost everything else in life, a thing which you must win, must conquer for yourself. This of all the functions of adult recreation centers, I believe to be the most important,—to show our young people how to win self-government, to train them in the ways of self-direction.

### **Not the Vote Alone, but the Preparation for the Vote**

The director of a club to whom I gave suggestions in regard to his club being self-governed, told me triumphantly the next week: "I didn't decide such and such a matter for them. I got them together at 9.25 [five minutes before closing time] and put it up to them and told them they were to decide; so we got their vote and now we are going to do as they decided." That director had understood only half of what I meant.



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It is the *process* of self-government that is educational and valuable. Instead of giving them five minutes to make their decision, they ought to have had an hour.

On the other hand I was present at a meeting of a central council where they took two hours to decide whether the colors of the organization should be dark blue and white or medium blue and white. There was a hot debate. But I saw they were learning in some measure during that time self-control, forbearance, courtesy, consideration for the opinions of others, and many other valuable qualities. It was that two hours that I think of value to those young people, not just the two minutes at the end when the vote was taken. Beginning with questions in which they will be genuinely interested and yet in which we are willing to give them the final decision without claiming the right of veto, gradually our members can be given more and more responsibility.

At our Boston centers the members preside at public meetings, usher at concerts and lectures, and have general charge of the conduct of all public assemblies. This is very important in the case of dances. The large dance which closed the activities of the centers this year was attended by six hundred people, and managed, with constant help and advice, by the members of the centers themselves. Twenty-one floor directors, aides, held frequent meetings for three weeks, and were taught how to work out for themselves the standards for that dance and the whole method of conduct. It is our hope gradually to get our members to take some responsibility towards the younger ones, also responsibility in community and municipal efforts, and to understand their responsibility as voters.

### Education Better than Regulation

The development of responsibility and self-direction will be the most effective means of raising standards. We are hearing a great deal just now of *regulated* recreation, regulated dance-halls. I think we must give this word regulation a secondary place. You can force a moral code on people from above yet this will change them very little, but by a system of self-governing clubs with leaders who know how to lead, we can make real progress in educating people to higher standards. This is true of athletic games as well as of dances. We find indeed that it is true of all parts of our center work. Through the stormy paths of club election of officers, I have seen leaders often guide their young men to an understanding of

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honest politics. It is usually *easier*, it is true, to do *for* people, it is easier to "regulate" their lives, but it is not the way to bring the results we wish. We want education not regulation.

### **We Look for a Positive Result**

We can get a recreation raised to its highest power of usefulness only through able leadership. The greatest need of the adult recreation

movement is a wise and trained leadership, a leadership realizing the furthest possibilities of recreation and trained in the methods by which these possibilities may be reached. We surely cannot feel any large degree of satisfaction that young men and women have, during the time they have been with us, been kept out of undesirable places. We cannot be content with our work unless we see its positive influence in the lives of those with whom we have to do. For this we require more than sympathetic, well-intentioned young men and women for leaders. We have got to put at the head of every recreation center, outdoors or indoors, rural or urban, trained people, men and women who understand the psychology of recreation for adults as well as the psychology of play for children. We want people who understand that their work with adults must be constructive and who know how to make it so.

### **The Need for Technique**

We used to have an idea that we as leaders emanated something regenerating from our mere presence. It seems now a particularly

naïve idea. We know now that we must get people to do their own regenerating. This is exactly our task, to help them to do this. But there is a technique here to be worked out. I wish we might all agree on this point and concentrate for the next few years on the working out of this technique. Let us make a more definite attempt than we have ever before to co-ordinate technique and aims, to study the technique of our work at every single step in its relation to the ends to be reached.

### **Fitting for a Larger Measure of Democracy**

I cannot sum up my ideas on the aims of adult recreation better than by saying it is to fit people for a larger measure of democracy.

We used to talk a good deal about doing *for* others; that has been superseded by our present idea of doing *with* others. The whole significance of the value of recreation is that you play *with* people. You study by yourself, many forms of work you perform by yourself, you can take exercise by yourself. Now the most striking characteristic of the present time is that people are doing more

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things together. They are coming together more than ever before in municipal movements, for national purposes, in labor unions, in associations of employers and employees. The key-note of the twentieth century is the passion for solidarity. That this is so is the great hope of our future democracy. To train people for that larger degree of democracy which we see coming, to help them learn how to work and play together, how to live together harmoniously and effectively, is the great mission of adult recreation and what makes it loom up so large at the present moment. Because togetherness is the essence of play, we can through adult recreation, while giving it expression, at the same time foster it and bring it to fine issues.

### HOW TO SECURE A LARGER ATTENDANCE AT EVENING RECREATION CENTER MEETINGS FOR ADULTS \*

JOHN H. CHASE

Superintendent Playground Association, Youngstown, Ohio

When we opened our eight schoolhouses for family gatherings (not for young folks; we had boy scouts, camp fire girls, and gymnastics for these) for family gathering, meaning Papa, Mary, Johnnie, we expected about thirty or forty would be present, and if refreshments were announced the number might be inflated to seventy or eighty, but to make sure we provided a hundred and twenty-five chairs for each center. To our utter surprise when we opened our doors in every case between two and three hundred people crowded in, took every chair and every inch of standing room, and made it necessary to turn away all late-comers. This kept up through the season. What was the reason? We had observed four types of meetings in other cities.

#### **Learning from Other Cities**

First, some cities we knew had moving picture shows in their schools. These drew the crowds, but in material were little better than the common commercial moving picture theater and were expensive to maintain, with their high rent for films and a licensed operator,

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\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913



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fire protection, and so forth. The attendance was good ; the material presented, mediocre.

Second, other cities had lectures. This gave material that was worth while, but the audiences were small. Advertising was expensive, difficult, discouraging. The material was good ; the audience was poor.

Third, parent-teacher's associations. These brought the home and the school together. Their weakness was that they met only a few times a year, generally in the afternoons, and that these parents were almost always of one sex. The subject matter of parent-teacher's associations was fine ; their audience too limited in range and too rarely assembled.

Fourth, a few school centers, and many social settlements, had adult clubs with self-activity, business meetings, and local talent. Their danger was that they would be crude and factional, and if unrestricted introduce religion, socialism ; their good features, increased interest, growth and self-development.

### **Taking the Good from Each**

We considered these four activities, and decided to try to wrap them all up in one bundle, and deliver the whole package at every meeting, eliminating their bad features as much as possible, and making them supplement each other.

### **Moving Pictures**

We therefore bought a Home Kinetoscope moving picture machine, a recent invention of Edison's. This is cheap, \$85, can be carried by yourself and a boy as you are going to a school after supper, and can be set up and ready for business in ten minutes. The rental on new films is slight. There are good films of zoological gardens, fairy stories, trick films. This brought the crowd.

### **Lectures**

Early in the fall, before the leading men of the city were tied up with engagements, we got the most famous of them to promise to speak, giving an oration or lecture on the subject for which they were noted, not to last over twenty or twenty-five minutes. This last is vitally important, because if the children did not happen to be reached they could stand it for that length of time, while the adults were pleased. These lectures contained material that was worth while.

### **Local Committees**

Third, we organized local committees, which helped in the management of the crowds and

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secured local talent, such as reciters, singers, bands, clog dancers, Indian club swingers. This gave enthusiasm and self-development.

**School Co-operation** Lastly, we pledged the superintendent of schools, the manual training and domestic science teachers, and the physical training teachers to give exhibitions with their children of their work, to tell of their courses, and give the parent-teacher's point of contact. By making everything prompt, short, and snappy, we could give all of these things at every meeting, and have them supplement each other. For instance, the moving pictures caught the crowd; the lectures gave something worth while; the school authorities gave a school-home tie; and the local committees gave interest, local talent, and some cultural effect through music.

### **Invitations Sent through Children**

This constituted the program. Now for the advertising. This one little card did all of our advertising. It reads as follows: "The Playground Association and The Board of Education invite you and your friends to an entertainment at ..... on ..... Address by..... Motion Pictures, and Music. Children not admitted unless accompanied by parents." The principal of the school gives these to his teachers, and the teachers to each scholar, who then fills in his school, the date, and the name of the speaker, and takes it home to his parents. The children want to come to the moving pictures, but they can't get in without their parents,—(the management must be very strict there), so the parents come, they laugh with their children over the pictures, they enjoy the lecture, and are interested in the local talent, and want to come again for their own sakes. So, we rarely have to use these invitations except for the first meetings and after the Christmas and spring vacations. To keep the school people interested we have adopted a little plan which I think is worth while. We pay the janitors \$1.50 for their work and the principals \$2.00 to preside and help with the program. Practically they are not asked to do much in the way of outside preparation, but it is worth the two dollars to have them present and to have them help carry on the movement, for then they are interested and in sympathy, and there is harmony between the day and night activities.

### **A Recognized Place for These Meetings**

In the past we have had to hold our meetings in the school corridors. Three weeks ago the Board of Education called for bids for a new

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grammar school building. Eight plans were submitted. One architect gave specifications for a social center auditorium with a seating capacity of four hundred. The Board awarded him the contract and publicly explained that their main reason for awarding him the honor was because of his suggested plan for social center activities. Thus here and everywhere over the country the spirit and life and joy that we are all trying to put into prosaic society is being gradually made possible and permanent through brick and stone.

### EVENING RECREATION CENTERS \*

PAULINE F. WITHERSPOON

Louisville, Kentucky

**"Let My Little  
People Come!"**

I do not know why we did not have our schoolhouses open many years ago. Last year I heard Dr. Felix Adler say that to him it was a great humiliation that in America we should have to have a national child labor association, because America should be the one country of all which should not be supported by the labor of its children. But he said his comfort was that the message of the child labor association to all the factories was, "Let my little people go." In Louisville the message of the social centers is, "Let my little people come." In the margin of the day let them come from the mill, from the factory, into the schoolhouses and into the one church which is open as a social center, and there find the freedom and the democracy which they are seeking in the public dance halls and the saloons. We have in Louisville three million dollars invested in our fifty-four school buildings. They are used one-sixth of the available time. That is one-sixteenth per cent efficiency. We want to use them all of the week, and on Sunday,—but using them on Sunday is a thing 'way ahead. We are thankful now that we are able to smoke and to dance in the schoolhouse evenings.

**The Center Should  
Grow from the Demand  
of the People**

The women's club held in the beginning a recreation survey of a good many of our school buildings, to find places that were particularly suitable for social centers. Of these we selected two, and these were more or less forced upon the

\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913



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neighborhood. I do not think that a good thing. The neighborhood ought to ask for a social center. We had nobody trained to take charge of them, our board of education knew nothing about them, and our people did not understand. It was only after study, after conference with the social workers of the city and the board of education, that people began to get any conception of what it was we were after. We decided to open one center in one of the best residence sections and the other in a mill section. It was necessary at first to gather together the people of these neighborhoods in mass meetings and tell them what we wanted to do, and then, because we had no money and the board of education could not give us any, and the city could not see that it was better to put two thousand dollars into the recreation of its young people than into jails and juvenile courts and a detention home, we were forced to do all the work by volunteers. You who have tried to work with volunteers know what that meant. We had eighty-one the first year. They made up in power and in their great interest and spontaneity for their irregularity and lack of training, and they themselves became centers for disseminating the social center spirit through the city. We drew our volunteers from the kindergarten association, girls' clubs, and women's clubs. From the directors of the social centers down to the women who chaperoned the girls, everybody was a volunteer that first year.

### **A Handicap in a Distinction between Education and Recreation**

The next year another neighborhood attempted a social center, having raised the money for it. The board of education guaranteed the use of the building. It was necessary to put in electric lights because the school buildings are none of them equipped for evening use, and to throw several rooms together to make an auditorium. The board did these things because they were construed to be a part of educational work, but they could not give us a cent for what they considered the purely recreational side. The social center was organized.

### **To Insure Satisfactory Beginnings**

Three months ago the fourth social center was attempted in another neighborhood. Now we have made up our minds that in order to get a social center we must have at least a hundred signers to a petition, and must have a certain amount of money raised by the people of the neighborhood, and that they must promise the board of education to support the center long enough to make a thorough trial.

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This fourth neighborhood promised all this, and more, and so the fourth social center was started this winter. A letter which I received from the secretary of the men's club of that center yesterday said, "In your opening talk to us when we had our first meeting, you told us this social center was a baby. We are not creeping any longer. We are not even walking any longer. Now we are running."

### **All-the-year Recreation with Professional Direction**

We are hoping for great things from the work that the National Playground Association has done through two of its secretaries, who came to Louisville and made a recreation survey and laid out a permanent program, including all-the-year recreation. This would mean the playgrounds we already have and the social centers would be put under the same management. We have been hoping for that because until our charter is changed we shall be unable to have the board of education pay anyone to take charge of social centers. I have been for three years giving every minute of my time outside of making my own living to these social centers, and they have gone beyond me. We have got to put somebody in charge who will give his whole time to it.

If we can combine and have one paid director, then there would seem to be no reason why we should not have fifty-four social centers in Louisville. That is what we are looking forward to. I want to see the day when our fifty-four schoolhouses shall be used for meetings to build up public sentiment. I want to see the time when in each of our schoolhouses there will be a social center director putting his whole time into the work, doing neighborhood visiting, looking up children who have left school at fourteen, visiting families, and making out of each neighborhood a real community centered in its own schoolhouse.

## EVENING RECREATION CENTERS\*

MRS. DESHA BRECKENRIDGE

Lexington, Kentucky

### **Discouraging Experiences in Beginning**

We have worked about ten years to get the schoolhouses for recreation centers. One of our centers grew out of a playground. We started a playground in Irishtown, in the shadow of the distillery on a lot belonging to the owner of the distillery, who lent it to us. Later it was bought by the owner of the saloon across the way, who would not rent to us. Then we got a little house, and ran a vacation school, with cooking and sewing classes, and later a kindergarten. We also had basket ball, and some playground apparatus. On the first lot we had every problem and every trouble that a playground and recreation center may have. We got into a dispute on the Sunday question first. The men of Irishtown had been playing baseball on this lot recently, and we carelessly put our shelter house on their diamond. They asked us if they could play Sunday lower down on the lot. We took the matter to the committee in charge, and some of the ladies said they would withdraw the women's club from the playground movement if we opened on Sunday. So we built what we called a "Presbyterian fence" and allowed the gentlemen to play beyond it, while the women and children came to our end of the lot. It was a rough neighborhood. There had been much gambling and drinking on Sunday, but there was less after the Presbyterian fence was built. The men played baseball, and the mothers and children sat on our end of the lot. We conscientiously refused the children balls to play with and mallets to play croquet because it was Sunday.

This lot was a big open space, which had never had any grass on it. We improved the drinking-water supply of Irishtown. There was an old pump on the lot, but the water was contaminated, so we begged pipe from the plumber and work from the city men, and put in a modern drinking fountain. The water was hot, so we begged ice.

### **Keeping Open under Fire**

We had all the troubles that are incident to playgrounds. People walked over the flower beds. Then came the question of whether we should keep open at night,—and we had to because we could not

\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913



close up. Our first supervisor resigned, but we got another who did better, but finally, when he picked up a big tough and deposited him on the other side of the fence, trouble began for him. The father of this young tough was what is known as a "bad man." He had killed his man and had served time. He gave warning to the supervisor not to come into Irishtown any more. So the supervisor thought he would have to resign. But I told him he simply could not, and I got my husband to reason with him. He gave him a pistol and we hired an assistant playground supervisor who had a pistol, too. They were told to play baseball with their hands, but with their pistols showing in their pockets; they were never to go about alone. We kept the playground open on that basis all summer.

#### **The Reward**

As a result of our vacation school, where we had eighty children in the kindergarten, the public schools were induced to put kindergartens in. The kindergarten grew, and we kept the playground open every summer for ten summers until now we have a school building that we think Irishtown needed. There we have cooking, sewing, a laundry where the children are taught to wash and where the mothers can bring their own washing, shower baths, and we are going to have a swimming pool when the money comes in. Not this summer, but next, we shall have a beautiful playground. We have a gymnasium seventy by forty feet and two and a half stories. In the morning there is kindergarten, in the afternoon gymnasium work, in the evening the people can have parties. One of the rules is to try to teach manners and morals in gymnasium and dancing classes. At our parties no man who has taken drink is allowed to dance, but must sit on the stage. We do not give return checks. This rule is now well established, so that the boys who have yielded to their desire to get a drink do not offer to dance, but go directly to the stage, where they can sit and smell one another's breath. One young man came in one night and said, "Well, I have gone and done it. I haven't taken but one drink, but I know you'll send me to the stage, so I'll go now."

## THE RECREATION CENTER AS A NEIGHBORHOOD INSTITUTION \*

ANNE DELIA MELVIN

West Park Recreation Center, Baltimore, Maryland

Several years ago I had the pleasure of teaching a little Jewish boy who had an unusually responsive disposition and very quick perceptions. I was reading to him stories from Gayley's *Classic Myths* and he greatly enjoyed hearing of Atalanta's Race, Proserpina's Journey and other adventures. One day I read of Niobe and her loss. This was probably the first time the boy had heard of the mighty power of the Greek deities. At the close, when the shafts of Apollo and Diana were destroying the last of Niobe's children he laid his small hand on my knee and stopped the reading. With a question in his voice and gravity, almost accusation, in his tone, he said: "Sun god? Moon goddess? There is only one God and Christ for the Gentiles!"

**Clinging to One's Own Ideals, yet Recognizing the Good in Others**

By that expression the child was voicing a new thought that is possessing our age. Out of respect for his simple faith I gave up Gayley's *Myths* and read from Hawthorne's *Tales*, where the legend is clothed in fairy language and is not the lore of deities. His words, "There is only one God and Christ for the Gentiles," have rung in my ears many times since. They exemplify the new social spirit. He clung to his own God, but at the same time with reverence granted the Gentiles their Christ.

**The Recreation Center May Teach the New Social Spirit**

By directed effort the recreation center may be a force as a neighborhood institution; it may be instrumental in teaching the new social spirit. The perfect recreation center with opportunities of free entry by those of varying classes, races and faith, offers untold possibilities in the development of the "common understanding," as Woodrow Wilson expresses it. An equal division of gymnasium and entertainment privileges, regardless of financial position or cast, develops a sense of social justice quite wholesome for young and old. An occasional mingling of all elements in a house celebration creates house loyalty and a new community pride. The people learn that their differences are not vital,

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\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

## A RECREATION PROGRAM

and their similarities give them much in common. If the director avoids an accentuation of contrasts and leads to an appreciation of likenesses, the old barriers are gradually cast aside and all the varying groups come to regard the recreation center as the real nucleus for hearty, healthful entertainment.

### EVENING CENTERS AS A PART OF A RECREATION PROGRAM \*

LEE F. HANMER

Director Department of Recreation, Russell Sage Foundation, New York City

**A Broad Program** The recreation center's program must be broad and generous and must give the people, to some degree at least, the thing they want to do, because they are not apt to come to the evening recreation centers if they do not get what they want. There are three considerations that face us at the outset.

**Attractive** The first is that our evening recreation centers must be attractive. We have heard much of the evening recreation center as the competitor of the undesirable dance hall. If we compete with that form of commercial recreation we must do the thing that they do to some extent, and that is to make the place attractive. Don't let us fail in that matter. Whether the center is conducted in a field house or on a lighted playground, or in a public school building, or in a park with moving pictures, the conditions that surround it must be attractive.

**A Leader Who Shall Lead** The second consideration is that we must have real people on the job to welcome those folks when they come, and see that they have a good time. That does not mean a tired worn-out school teacher who has been teaching all day long and is trying to do playground work in the evening to earn a little extra money. But we must have people who have something to put into the work, people with vigor and strength, and enthusiasm, to make it go, people who know how to lead, who can make the whole situation agreeable and pleasant, who can lead rather than supervise and conduct.

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\* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 6, 1913



## *A RECREATION PROGRAM*

### **What They Like**

The third consideration is that we must have a program of activities such as the people like to take part in. What may it be? Games and athletics for the boys from the factories and shops, basket ball, boxing, wrestling. Girls must have games of various kinds. Then, we must have social gatherings, entertainments, dances,—those things that young people like. It is possible to have these in the field house or in the public school building if only we give a little thought to the construction and equipment of these buildings. Clubs for both boys and girls are another agency that help greatly,—literary clubs, dramatic clubs, musical clubs, all sorts of clubs. There ought to be a committee to organize and set up programs of entertainments, and make them go. And let us not forget choral clubs. Let us have lots of music, both vocal and instrumental. They help out in neighborhood celebrations of various sorts. They give neighborhood spirit. In some centers we have men's clubs that hold civic meetings, when they talk over neighborhood affairs, and if things in the neighborhood are not going just right here is a medium of expressing their views to city officials. Then, there are mothers' clubs, cooking clubs, sewing and millinery classes. Even if they do have cooking and sewing in the schools, there are many big girls who are not in school or who did not have these activities when they were in school who would appreciate having them now in the evening recreation center.

### **Between Work and Play**

We want a broad program that is not all play and not all work. In one city the evening schools are putting a little recreation into one period. At another center I found an evening school and recreation center going on in the same building. Both closed at ten o'clock, but the boys and girls from the evening school waited afterward and had a half hour with the leader of the recreation center. This shows a need for that kind of thing. They wanted a little play. Through the public lectures, and storytelling, and entertainments, the reading room, and the quiet room with the writing table we can reach many. One man who has charge of a center in a big city says that many letters are written in the quiet room to parents and friends in foreign lands that never would be sent otherwise, also letters of application for positions. And here the leader can give a word of advice and suggestion that will materially help the writer. In that city the evening recreation center gives opportunity for self-expression to

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all classes in the neighborhood, gives opportunity for fun, recreation, a good time, gives opportunity for its people to do the things that the working people in the great city would not otherwise have.

**States Are Interested** This thing is going on apace. Some cities provide concerts in their parks, motion pictures. States are legislating that public funds shall be used for this purpose. Ten States have laws providing that the public school buildings and public funds may be used to furnish recreation centers for the people.

**One Center Fulfills Its Mission** Let me close with an illustration of what a recreation center can do with the big boys and girls. I have told it often before, but it is worth repeating for the sake of those who have not heard it. In one city I know, the boys' center and the girls' center nearby one night a week come together for a social evening. The superintendent said that one night he visited it and found about three hundred young men and women having a delightful time. Now before this center was opened there was a dance hall of an objectionable sort that had been bidding for the evening time of the young people in that neighborhood, a real menace to the whole community. The superintendent thought he would go over to that dance hall and see what was doing there that night, and he found only fifteen couples. The boys and girls of that neighborhood were at the recreation center provided by the city!

**Makes for Civic Righteousness** The evening recreation center, supervised and supported by public funds I believe will be one of our most powerful social agencies in making for social and civic righteousness.

### BOYS' CLUBS IN THE RECREATION CENTER \*

CHARLES HOWARD MILLS

Supervisor Department of Municipal Recreation, Grand Rapids,  
Michigan

I have seen very few recreation centers that have not had boys' clubs, and some have had boys' clubs galore. "Never Sweats," "Touch Me Nots," "All Star Athletic" clubs, music clubs, and social

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913

## BOYS' CLUBS

clubs, make their headquarters in the recreation centers all over the country. It is a good thing. We should encourage the separate group idea. Boys seem to me a sort of club-forming animal. It is natural for them to form clubs, as natural as it is for a bear to go into his hole in the winter time. They have the gang instinct. Let us use this instinct. Let us never break up the gang. Let us see what kind of plan we can work out to preserve the gang and turn it into the right kind of activity.

### **One Great Boys' Club with Many Sections**

I will picture to you briefly what I consider almost the ideal boys' club plan. This ideal is not only of a boys' club, but of a boys' club section of a recreation center. In all recreation centers one of the most important sections is the boys' section. Why not make it a boys' club section? At first my work was exclusively with the Columbia Park Boys' Club in San Francisco. There we had a remarkable club scheme of trying to give the boys what they want and what many people think they ought to have in one great boys' club, not many separate clubs. For the sake of convenience we divide that club into sections, calling them by the afternoons upon which the business meeting is held. Take the Monday Afternoon Club, for instance, and let us follow it through the week. On Monday afternoon it has its club meeting consisting of the transaction of business, after which the club breaks up into groups of five and six who take up some kind of handicraft work, coming together again later in the afternoon for dramatics or some game. On Wednesday afternoon that club comes again for gymnasium work. On Friday afternoon they come again for athletic work. On a fourth afternoon they may come if they wish for quiet games. Four times in the week that club comes to the recreation center. If any members are especially talented they may come for special work that they are interested in, possibly a band. While the Monday Afternoon Club is holding its business meeting the Tuesday Afternoon Club will be having, for instance, gymnastic work, the Wednesday Afternoon Club, athletics.

### **The Boy Learns to Like a Greater Number of Activities**

Here is a comprehensive scheme where every boy belongs to a boys' club, and is in his own individual group for various activities. He knows where he belongs, just what afternoon he is to come, and just what work he is supposed to be doing. One of the objects of this scheme is to give the boys what they want,



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and it works, generally speaking. The activities are planned from a long study of boy nature. We have learned that boys of their own accord will take hold of one little thing that they like best and will confine themselves to it. Some boys will never exert themselves in a gymnasium and yet every afternoon when the game room is open will find those boys there. This club scheme works out a little plan of hitching one thing on to another. If you belong to a club you cannot confine yourself to one activity. Each boy must come to the center twice a week, at least, once for the club meeting and once for gymnastics. He may come oftener if he wants the other things.

### **Successful Parliamentarians**

The first thing we do is to put the boys into these smaller groups of twenty, and teach them to take care of themselves. Here is a touch of self-government. I have never seen real self-government, but this approaches as near to it as I have found in my experience. We place the responsibility upon the boys. They elect their own officers. The officers are responsible to the club, and the club is responsible to the larger boys' club. They get an insight into parliamentary law, which is something every boy and girl should have. They get their ten minutes' drill every time the club meets. Sometimes we get pretty lively discussions, and they are very much worth while. Sometimes they become expert parliamentarians. One little fellow twelve years old was president of his club. One day when he was in the chair, this is what I heard: "All you kids that are in favor of this motion, say aye; absent minded, no."

### **Small Groups for Intimate Touch with the Leader**

After this meeting of ten or fifteen minutes then comes one of the most important features, and that is the separating into still smaller groups of five or six, when they go to a classroom and under leaders take up some simple form of handicraft. It does not make so much difference what kind of handicraft they take up as what kind of worker is in charge. We have basketry, carving, block printing, drawing, painting, hammock making, electricity, tin, copper and brass punching and pounding. They are the most popular and the easiest to teach. The idea is not to teach the boys simply to do something with their fingers, though that is very important, but the deep underlying plan is to have the boys under the influence for three-quarters of an hour of some good, clean

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wholesome leader. That little class is worth nearly all the rest of the club work put together.

Of course the boys like to have fun with the apparatus and to play in the gymnasium, but there is a certain amount of gymnasium work in which they should be trained in regular class work. Every boy has his specialty in athletics. Each boy may choose what team he will enter.

### **Nimble Wits for These Charades**

When it comes to dramatics at the close of the afternoon I do not know of any one feature in all my boys' club experience that I lay greater stress upon than getting hold of the boys and drawing them out and ministering to them through this great medium of dramatic work. Every normal boy is bubbling over with a desire for dramatic expression. This desire should be used just as we feel his physical surplus energy should be used. We have been especially successful with charades. Often in ten minutes' time they will decide upon a word, and plan it all out, many times not only playing the syllables, but making up a play out of it. Here is the story of one little charade. A group of boys had been in the club five or six months and thought themselves so expert at charades that they could get one up without any help from the director. So they were told to go ahead, and Joe was the leader. They made the announcement that there would be three syllables in the word, which meant there would be four acts, one for each syllable and one for the word as a whole. When they came on the stage for the first syllable they seemed to be in a terrible discussion about to whom a certain hat belonged. The second act showed three hunters going across a field looking for game, when they were scared away by a scarecrow. The third act showed the same hunters going further into another field and a little bird flying across the field. When the hunters were about to take a shot at it, another great big bird came fluttering into the field and made off with the little bird. In the fourth act the same hunters were climbing up a mountain peak and looking all around through their fists, one placed in front of the eyes, and the other beyond it. Evidently the first act stood for "my." The second one might be "crow." The third, however, was a poser. No one could guess it, until Joe explained that the big bird "scooped" down on the little one in the field. The whole word was "microscope," though the fourth act was meant to indicate "telescope." Charades is a good way to start in for the deeper dramatic work.

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Begin with the syllables of a word, then develop a little play to indicate the whole word, and afterwards get up a little play letting the boys manufacture their own plots. I recommend the higher kind of dramatic work for boys. Have them present plays. Then comes the question, Where can you get good plays for boys? Well, I don't know. We usually manufacture our own.

### **From Ragtime to Sacred Music**

A band is a most helpful activity. Choral and singing work is important. What kind of songs shall we sing? You will have to use your own judgment, but don't leave out humorous songs. I have in mind one chorus of boys picked up from one of the roughest districts of a large city who would not at first sing anything but ragtime, but little by little they took up college songs, then later began to like classic music, and eventually sacred music.

### **Four Reasons for Boy Scout Activities**

I should not be loyal to my principles and ideals of boys' club work if I did not say a word about the boy scout activities. I regard it as the greatest scheme for boys that has ever struck this or any other country, and for four reasons. First, because of its universality. It touches every class of boy without respect to social standing or race or religion. Second, it touches every side of boy nature. Third, because of the wonderfully strong, underlying quiet working of the moral grip that the boy scout scheme has upon the boy. Fourth, because it works. It is not theory. I have worked actively in boy scout activities for three years, and in my work have combined the boy scout scheme with the boys' club scheme. I would make the boys' club plan I have outlined work up under the headings of regular boy scout activities. The advantage of calling it boy scout work is the same miraculous moral hold. You do not have to preach to the boys. They take the oath and learn the laws. It is not the director that has to keep reminding them to live up to them. It is the other boys themselves who do it. In all their training, play, study, work, they must live up to the scout law, and you will find them struggling to do it.

### **Practical Results from Mass Club Organization**

To summarize: What are the advantages of having your whole boys' section of the recreation center a mass boys' club? First, it teaches the boys to take care of things themselves. They have their own government responsible to the club and that club responsible to the larger club. Second, there is the great convenience of having the



## YOUNG GIRLS IN RECREATION CENTERS

boys divided into separate classes for handicraft work. Every boy that comes knows what group he belongs in, and where he is to be on a certain afternoon. If he is at the center, he must be in that place. Third, we have this natural group or section a dividing line for the sake of competition and friendly rivalry, not only for their sports, but in keeping up club standards. Fourth, it utilizes the gang spirit. Friends coming to the center together naturally wish to keep together. Take them together, keep them together, use them together. Fifth, it has a strong appeal to let the boys do the same things their fathers and mothers are doing,—having their own clubs and running them themselves. Sixth, I believe the boys' club scheme is the greatest possible stepping stone towards the development of recreation center loyalty. Boys are loyal to their friends, to their gang, and they are naturally loyal to their section of the boys' club, and to the recreation center, and to the neighborhood. In the last place, it develops strong team work and co-operation as I believe nothing else can do.

## HOW TO KEEP YOUNG GIRLS IN THE RECREATION CENTERS\*

LAURA W. PLATT

President Pennsylvania Association of Working Women's Clubs,  
Philadelphia, Pa.

### Make Her at Home

The condition in Philadelphia in the evening social centers for girls, and possibly the same holds true in those for boys, is that we have difficulty in keeping them in the centers. We find a gradual diminution of interest from the time the girl is fifteen extending onwards until the ages of eighteen, nineteen and twenty, when in most cases we do not have her at all. One cause is unattractive surroundings, and another is the fact that in the school building there is no place where the girl can exercise her home instincts, hang up photographs and make the place homelike, there is no room which she is not likely to be turned out of for some other activity. Another reason why we do not hold adolescent girls is that we put the girls into a small room in the school, and then select

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our activities to suit the small room, instead of trying to standardize the activities and then getting a suitable room.

The boy question is another reason. It is strenuous business putting together boys and girls and giving them recreation under proper auspices. It takes more people to look after them to prevent slips. The honor system is not completely developed, and eternal vigilance is the price of the sort of liberty boys and girls should have on those occasions. Therefore we have segregation. We are now trying to have dancing classes for both, but they do not compete in any sense with the well-ordered dance hall outside. The parents prefer that they should go to the schoolhouse, but it does not have so good a floor, the music is not so good, the standards are different and are not quite so reasonable, the girls think, as in a well-regulated public dance hall. I am not speaking of the low dance hall. We do not compete with that sort of thing in any sense.

### **Recognize Her Individuality**

We take our tired-out teachers in Philadelphia, and say to them, "We want you to come and work in the evening recreation centers after your long school day." The work requires more strength, more moral energy, more patience, than the average teacher has after the day's work. The attitude these teachers unconsciously take is that the children are there before them and are to be taught. The center is not for school children. It is for working young people. To treat working young people as if they were school children defeats the whole purpose for which the school center has been established. Many of them take their pay envelopes home and help support the family. They have their cares and responsibilities, and are as free in many ways as those who undertake to teach them, at least in their own estimation. There should be tactful direction, not obvious, and groups of young people should not be ordered about from one room to another or put forcibly into classes for which they have no inclination. That is the situation as far as I have observed it in twenty-five years of work among young people, and eleven years as president of my State association of working girls' clubs.

### **Make the Club Self-governing**

The self-governing, self-respecting club should be made an integral part of the recreation center activity. Hitherto the

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settlement form of club has been used,—that is, the small group with a leader who may or may not be magnetic. The National League of Women Workers has passed on another idea which is fundamental, on the principle of self-government as directly beneficial to the individual, which includes not only those young people who are members of the club, but all who work in the club as teachers or otherwise. At our last national meeting two weeks ago a group of over two hundred people voted as a solid unit that hereafter they would have evening meetings, which should be held in spite of weather or other drawback, and in such places as the rank and file of the club membership could reach. We propose to have our working girl delegates attend the meetings and vote on national issues.

### **A Co-operative Club**

One of our objects is the elimination of the leader and assistant as such. What we do is to give the group a constitution and by-laws, and allow them to work up their club, making their own mistakes and learning by them. It is slow, and has not very much of a sensational appeal, but its results tend to show in the years from 1897 to the present time that it develops citizenship. We have about twenty thousand members and six State associations, and are steadily growing. It has been tried in Pittsburgh with the result that almost all the recreation centers there have a club of working girls organized along these lines. Is it not better to use the activity, and the interest, and the energy of the adolescent girl in the direction of putting her in a position of self-direction, helping to educate her to do something toward bringing into the center her own ideas? It ought to make her a more valuable member of the community. We hope to make women citizens of whom our nation shall be proud out of the material we get in our evening centers. We need to inspire optimism and power in team work, and to educate the mothers of our future citizens in home-making and in spiritual things.



## RECREATION IN THE MILL TOWNS OF NEW ENGLAND\*

BERTHA FREEMAN

Boston, Massachusetts

### **Little Faith in "Exceptional Cases"**

Education, training for social work and experience had all led me to a skepticism of "exceptional cases," yet I confess that when I started out to do field work in small communities a year and a half ago, I expected to find that the need of recreation and the method of providing it would be different from those in the city. I had a desire to understand the small community in its peculiarities. On my first visit expectations seemed likely to be fulfilled when, first thing in the morning this remark greeted me, "Now this town is peculiar. You mustn't expect to do things here that are done in other places." I was gratified. I had hoped to find something characteristic upon which to base a plan for public recreation. Later in the day, another person made the same remark, with great show of wisdom, not to say of originality. The next day it was the same, and the next; in the next village the experience was repeated; until now if I should be in a village twenty-four hours without encountering that remark I should know indeed that I had struck a truly peculiar community.

### **Not So Different After All**

And the joke of it is that it occurs not only in the village, but in the town and in the big city. People are emphasizing their differences, and unconsciously are making of them an excuse for allowing evils to continue. It is as unfortunate when a community comes to regard itself as an exceptional case as when a person comes to that conclusion about himself. So long as a community deludes itself with the idea that it is made of "different stuff than the rest of us," just so long is it hopeless to expect evidence of its being made of better stuff. It is the people who stay at home who believe most in peculiarities and exceptional cases. Let those who have had the privilege of knowing many communities, large and small, and have learned the old lesson, "Humanity is the same the world over," do everything in their power to eradicate this insidious evil of indulging in a

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belief in our differences. I would not be misunderstood as advocating uniform methods in all places, for each community has its characteristics—its own problems and its own resources for solving them—and therein lies its virtue. Let us emphasize our similarities rather than our differences—our sympathies rather than our peculiarities.

**"Plenty of Space  
to Play!"**

In the small village, as in the city, I see the same desire for the dollar that leads people to sacrifice their health, and the well-being of their families. I see the same laxity in home life, the same lowering of moral ideals. I see a little more in the village than in the city a lack of a sense of the importance of spending money for the best things of life—the school, the church, the library, recreation. I see a great reluctance on the part of the tax-payer to have his taxes raised for expenditures for the public good. I see sometimes evidences of unwise, inefficient handling of public funds, even where there are no evidences of the graft that has come to be so prominent a feature in the administration of large cities. I see an attitude of resignation toward spending money for remedial measures but little inclination to spend it for preventive measures—reparation of the past rather than a preparation for the future appears to satisfy philanthropic instincts. And while I see plenty of spaces in which children might play, I have been reluctantly convinced that they do not engage in activities that are worthy the name of play. For instance, sitting by my window in a mill village, I watched a group of children as they came from school and stopped in the road beneath for a few minutes. This is what I saw them doing, these four little boys and three little girls just released from their half-session in the school room. The boys kicked and pinched each other, they pulled the girls' hair, they threw stones at each other, called each other bad names, they spit on each other; the girls stood about inalert; the boys yelled and the girls squealed without purpose. They were merely teasing each other, they were doing those things which put them constantly on the defensive, made them suspicious of each other, distrustful, hateful. And so I went out into the street with them, and often I went to the schoolhouse at recess and invited the children to come to my yard after school to learn games,—ring games, that would show them the pleasure of being together,

would teach them the joy of motion in rhythm that comes from many doing the same thing at the same time, that would lead them in their play into friendship instead of hate, into mutual trust instead of suspicion, into consideration for others rather than selfishness—in fact into happiness instead of mere excitement, and eventually into good citizenship.

**But Do They Play?** The argument of “plenty of space to play in the country” can always be effectively met by asking the man (for it is usually a man, it is never a mother) who so glibly uses it, what the children of his neighborhood play. He will be sure to reply that he does not know. Then all you have to do is to ask him to watch the children. There is no need to try to convince him further—his observations will do it for you. He will never again make the assertion that children in the country do not need to be taught to play.

**Two Extremes** My experience consists in knowing rather intimately a number of mill villages in New York and New England,—villages ranging in population from 500 to 6,500,—the smallest a settlement five miles from the railroad and trolley, dependent for its existence on two small woolen mills, a community so bereft both spiritually and physically as to render it hard for one born and brought up there to grow up pure-minded; the largest containing 6,500 people from other lands brought together by a great manufacturing concern, many of them coming directly to the village upon arrival in this country, a village where everything that enlightened business management can think of is provided to lead these new people into a realization of the high ideals of American citizenship.

**Some Must Have Faith and the Power of Leadership** The hope of the mill town, as of other towns, lies largely with two or three people who know what is going on in the outside world, and who believe in the possibility of making things better, and can lead in attempts to make them better,—someone with faith in the simple, natural way of play and other wholesome occupation for leisure time. The person of most influence in the village, is the superintendent—the “super,” as he is familiarly called. In his hands lie the power, the authority, the weight of influence. He can in the course of three years well nigh ruin the moral tone of his village in spite of all that church, and school and other agencies for good can



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do; he can, on the other hand, exert his authority as well as his moral influence in the interest of the good.

Welfare work by employers, when undertaken with an understanding of the temper of the employees, with the idea of encouraging their own initiative, and with the frank acknowledgement that it is for the mutual interest of employer and employee, has accomplished much, in spite of the criticisms and failures that have attended its course in the last fifteen years.

### Two Stories

Perhaps the way to show most effectively the bright side of the picture is to tell the story of two villages, one of which illustrates the simple common sense of starting right and so preventing ills from arising, and the other showing how recreation has proved to be the turning point in the social career of the village.

### A Gem among Mill Villages

To the first we must not give much time, because it can hardly serve as an example, but Greystone is such a gem among mill villages that I cannot refrain from telling its story. The village is small, and the people have nearly all come from England within ten years. The company prides itself on never having made a contribution to good works, but upon paying high wages and supplying healthful conditions under which the people work and live. The houses are one and two family cottages, some with bathrooms, all with indoor toilet arrangements, running water, rooms well arranged, each family having its own porch and enclosed yard.

The people have brought with them their English customs and have established a co-operative store which in five years of its existence has paid 5% on the shares and an average of 8½% on all purchases, and has had the great social effect that comes from many people working on its committees for the public good. A co-operative Social Club House, containing a bar, a reading room, a social hall and a game room, has been in existence for about five years, and has paid 5% on the shares. It has regulated drinking with excellent effect. It has been the center for cricket, golf and for canoeing and swimming. A young women's life saving corps was organized by one of the mill girls, and has flourished for several years. A girls' club was formed and the co-operation of the Young Women's Christian Association of a nearby city sought in gymnastic instruction.

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A little church has been established by the people without outside help. Although the mill employs so-called foreigners, these good English folk will not allow them to live in their midst. Each morning and night witnesses five carloads of Poles, Italians and Portuguese unloaded and loaded at the mill doors. So they have kept their English ways of work and play in the midst of the changing mill conditions of New England.

**A Down Hill Journey** The other story is of a village that has been in existence ever since cotton mills were known in New England. Some of the houses in which the people live were built long before the war. Originally the population was entirely English-speaking. The company has always been absentee, but has taken a kindly interest in the village, providing a church building, a parish house, a village hall and a library. The company owns every house in the village, even the school-house and the town hall, which it rents to the town. Some years ago a superintendent was in power whose ambition is said to have been to pay large dividends, and who in his short-sightedness allowed the buildings to run down, the fences to fall and not be replaced, the trees to die; he antagonized some of the oldest and best employees, who left, and brought in to take their places a cheap class of help, mostly Poles, and a few Greeks and Turks.

As a result many people lost their interest in their homes, every yard became a thoroughfare, people came to have no respect for property nor for authority, the children ran wild. Three years ago the village seemed to those interested to be in a hopeless state of stagnation.

**And Yet the Social Center Was Active** The one bright spot all along—the beacon light to many, was the church and parish house; it had always been the center of social life for the village, but after the departure of many of the English-speaking people and the coming of the foreigners, though no less active and efficient, its scope was limited. A kindergarten was established by two young women who belonged to the only well-to-do family in the town. To it came all children who applied, up to the number of forty. A wise little kindergartner took charge and has performed valiant service. A mothers' club of forty women is a nucleus for parents' interest in school work, if only the school board will foster it and

## MILL TOWNS OF NEW ENGLAND

continue it in the form of a parents-teachers' association. But aside from this the foreigners had no part in community life.

### **When the Company Took an Interest**

Three years ago a summer children's playground was established, and children's gardens. The first year was fraught with all the difficulties of a new enterprise but persistence prevailed, and the second year saw much more interest, and what was best of all, home gardens began to spring up. Prizes were offered. The company, being now represented by a new superintendent, gave land for the gardens and playground, and equipment for the latter, offered to cart loam to whomever asked for it for a home garden, put in some curbs and fences, beautified the grounds around the church and parish house, redecorated the village hall, and planted trees. The superintendent was made president of the Garden and Playground Association, and he was not only president, but he was active. Co-operation of the Extension Department of the State College was secured and a skilled garden worker visited the village regularly to instruct and inspect. In the two years, however, the foreigners had not been reached to any great extent—a few Polish children had gardens at the garden center, but no home gardens. This year efforts are to be made to induce the young Greek men to have window boxes and to come to the playground in the evening where it is planned to have a man play director. At present their only diversion (it is not recreation) consists of drinking beer and playing cards.

Best of all, perhaps, the company has begun to wonder if it has fulfilled its obligations to its operatives, and of its own initiative has employed a social worker to make an inquiry into conditions in the village and to recommend a program for civic work, and make suggestions for carrying it out. The investigation has been carefully and quietly made; the plan for further development has been based on the work already begun by the people themselves.

### **Good Things Here and There**

Just as there is no time to speak at length of the problems of the mill village, so there is none to enlarge upon the wholesome occupation for leisure time that is being introduced here and there,—the clubs for men, for mothers, for boys and girls, the recreation buildings, gardens, the textile school, the library,



## RECORDS FOR PLAYGROUND USE

awakened interest in the church, especially that arising because of church federation, and I might add, for those who spend their leisure time in being sick,—visiting nurses.

Extremely happy are those villages where the mill owners live in the village and make themselves and their families a part of the community life in a democratic way. I have found a few such.

The hopeful thing about the mill village as I know it, is the springing up within the last three years of a desire on the part of an individual or a group to find the one point of common interest and the basing of a plan of civic betterment upon that, thus giving all the varying elements a chance to work together for their own good.

## TO SUPPORT PARKS BY DANCES

The success of Cleveland's municipal dances has led the city to consider erecting dance halls, at least one hundred by one hundred and twenty-five feet, in each large park, to be open throughout the year. It is estimated that the city would receive, at three cents a dance, sufficient funds to maintain its entire park system.

## RECORDS FOR PLAYGROUND USE

Among the new Victor records for September are the Military Escort March and On the Wing Galop, both played by the Victor Military Band. The former record was made especially for the field day exercises of the Philadelphia schools and the Auxetophone was used at the field day in Fairmount Park. On the Wing Galop was issued in response to requests for a record with a running rhythm for general practice in running and walking.

## BOOK REVIEWS

### EDUCATIONAL DRAMATICS. A HANDBOOK ON THE EDUCATIONAL PLAYER METHOD

By EMMA SHERIDAN FRY. Published by Moffat, Yard and Company, New York.  
Price, 50 cents

This little book contains ideas enough to waken into active use every brain cell the reader may possess—especially if he means to practice the theories set forth. One wishes the psychology were a little less psychic or at least that the terms were more the accepted brand, and yet when one reads Chapter Five—Examples of the Educational Use of The Dramatic Instinct in Storyplaying, with its delightful enthusiasm, spontaneity, sympathy, its happy touch with child-thought, one knows that such play leadership means happy, developing children, no matter in what language the principles are stated.

The Educational Player Method is not to be lightly cast aside. It recognizes the sacred unconsciousness of self which too many leaders of dramatic play destroy. It stands for "education both sides of the footlights." It recognizes the dramatic instinct not as "talent" but as a fundamental and universal human instinct; it develops not actors, but human beings. It is undoubtedly a great step in the development of dramatic play. One hopes the dramatic instinct is not quite so omnipotent as the author would have us believe, though it is inspiring to think virtue may be so surely developed. Mrs. Fry has been demonstrating her method for ten years in New York City and whether or not one accepts her explanations of certain phenomena observed during this time, the fact remains that the Educational Player Method in her hands at least has worked.

### SANE EUGENICS

By MAXIMILIAN P. E. GROSZMANN. Published by the National Association for the Study and Education of Exceptional Children, Waldemar H. Groszmann, Secretary-General, Plainfield, New Jersey

In these days when almost every newspaper or magazine one picks up contains some reference to eugenics, the words *sane eugenics*, make an instant appeal. And the work justifies its title. Dr. Groszmann reviews the startling theories advanced in the name of eugenics and proceeds to show the fallacy of sudden and unskilled effort so to regulate society, and with large-hearted wisdom notes instances where the world at large has gained by individual unhappiness and the sacrifice of individual eugenics. Dr. Groszmann treats the dangers of instruction in sex hygiene, the eternal fact that knowledge does not always carry with it virtue, the supremacy of Love, "the theme of the songs of all human poets, and the dreams of all philosophers," as "a mainspring of human actions and human progress," closing with an appeal for that slow and scientific application of the theories which shall really prove *sane eugenics*.



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## PLAYGROUND EQUIPMENT\*

HENRY S. CURTIS, Ph.D.

Olivet, Michigan

To the superficial observer the apparatus seems to constitute the playground, but to the thoughtful it is coming more and more to be regarded rather as a sort of advertisement of its presence than as an essential part of it. For the prime need of all children is play, and the prime purpose of every playground should be to furnish play. One of the chief values of play probably is that it represents the old racial activities through which our progenitors climbed to civilization and modern industries. It is nature's method whereby the child may live through the childhood of the race and develop the motor co-ordinations and skill, the emotions, the judgment and the will in the same way that the race has done.

The same things cannot be said of play with apparatus. In the larger sense it is not play at all. In its newer forms at least it has no associations with the past. It is mostly a sort of mild diversion. It is nearly all for individual use and tends to break up the common spirit of the playground. We need very much to have careful studies made of the physical, social, emotional and intellectual value of the different pieces of apparatus. We should know also which pieces and types are most popular, the chief dangers involved in their use and the best ways of construction. It must be remembered that play was at first looked upon as amusement for children, and that it is only lately that it has been perceived as the fundamental thing in education. If playground apparatus is to be also pedagogical apparatus, it is quite evident that it should not be selected at random without any clear perception of the training given or the suitability of the equipment to the need.

### Questions

#### to Be Asked

What should be a standard equipment?

What apparatus, if any, is essential to a playground and what apparatus is only a decoration or an advertisement? What apparatus gives a definite training and what pieces are to be reckoned only as a diversion or as a mental dissipation? Psychologically the use and effect of some pieces of apparatus is very similar to getting

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\* Extracts from a chapter of a forthcoming book. All rights reserved.



## PLAYGROUND EQUIPMENT

drunk. Generally also this is the most expensive and elaborate of all the equipment. Probably at least half of the million dollars or so that is spent each year in playground equipment is wasted or worse than wasted on unsuitable or unnecessary apparatus.

We shall here use equipment to describe the larger items such as fences, swimming-pools and field houses, while we shall use apparatus to describe the smaller things such as swings.

### **The Fence**

There has been a considerable division of opinion as to whether or not the playground should be fenced. I am not aware, however, that any argument has been advanced against the fencing, except on the ground of the economy of space and the economy of money that is secured by not fencing and also the analogy from the park where the present usage is against it. These arguments do not seem very convincing. If the playground is not fenced, the children do play on the sidewalk, and in the street, but it was largely to avoid this that playgrounds were first created. The park analogy is not at all convincing, because the two have different uses. On the other hand, the reasons for fencing are very definite and to me entirely convincing. They may be divided into three kinds of reasons. The first is the protection of the children and the apparatus, the second is discipline, and the third is the spirit of the work, the mob psychology if you will, of the fenced and unfenced ground.

### **Dangers of an Unfenced Playground**

A playground usually contains a good deal of apparatus that may be damaged by vandals. Where the playgrounds are fenced, the gates can be closed at the proper hour, and everyone excluded from the playgrounds thereafter. Thus the fence serves to protect the apparatus and the neighborhood from annoyance at night. It also serves to protect the children in a number of ways. Children who are interested in a game are always likely to dash out into the street in front of an automobile or other vehicle and thus run into serious danger. Dogs from the street or runaway teams may dash up on the playground at any time, but more serious than this, many pieces of apparatus, especially swings, are dangerous unless there is something to prevent the children from running through where they are. If a playground is to have any landscaping and flowers most

## PLAYGROUND EQUIPMENT

of these will be at the edge of the ground and these cannot be protected without a fence.

### **Fencing Emphasizes the Individuality of the Playground**

If a playground is unfenced it is like a vacant lot to the child. It has no individuality; it is scarcely a thing by itself. In all of our conduct we are subject to the constant suggestion of the place. We should not use quite the same language, perhaps, in the church that we should in the hotel; in the school, as in the barn. On the vacant lot you can do as you please, any kind of language or conduct is appropriate.

When you have a fenced playground it becomes an institution, and your language and conduct correspond with your conception of it. The only punishment that can well be inflicted on the playground is exclusion, and it is difficult to exclude and enforce the exclusion of a boy from an unfenced playground. However, the most important reason of all, as I have said, lies in the mob psychology of the place. If it is fenced, it becomes a place by itself, a unity, a real institution. Its spirit, whatever it may be, is retained and concentrated as by an outer epidermis. It is possible to cultivate all the loyalties and friendships that play should develop where the playground is fenced.

### **Playground Divisions**

It is generally agreed also that the playground should not only be fenced as a whole, but that the girls should be separated from the boys and the big children from the little children. In the Chicago playgrounds there is one section for children under ten, another for the older boys and a third for the older girls. I doubt if the correct division according to ages has been made in Chicago, but whether the fences are there or not some similar division of the children has to be maintained for the sake of efficient conduct of the grounds.

The boys wish to play different games from the girls and by themselves. The little girls and little boys play much the same games. If they are in the playground with the larger children and there is no way to separate them from the others, they are constantly getting in the way and being run over. The older boys wish to play different games from the girls. They should naturally have a man physical director over them. The girls play different games from the boys or at any rate play them in a different way. The older girls do not like to play

## PLAYGROUND EQUIPMENT

games when the boys are around and they have the folk dancing, the sewing, raffia, which the boys do not usually care for. They should normally be under a woman physical director. The little children again have their own specific games and stories and industrial work and should have a kindergarten teacher.

All of these reasons indicate that there should in actual fact be three different sections and three different play leaders for the playground.

Now, it must not be inferred from this that I believe that the girls and boys should never play together. There is no danger from boys and girls playing together. It is the loafing together that is dangerous. It may be a very good thing for the boys' baseball team or volley ball team to play the girls' occasionally. It is often wise to have exhibitions and the like which will be attended both by girls and boys. I do not think any evil results are likely to come from such contests, and they are sure to lead to greater excellence and a wholesome stimulus to both.

### **An Attractive Fence**

There are three good kinds of fences which can be erected at a price that is not prohibitive. They are the steel picket fence, usually with steel posts set in concrete, which is the fence used around the Chicago playgrounds. Then there is the evergreen hedge of privet or box or cedar, which is cheaper and handsomer and harder to climb, and gives a certain seclusion to the playground as well. However, the hedge will take some little time to grow and will have to be protected with a low wire fence in the beginning. To my mind the woven wire fence that is covered with honeysuckle, flowering vines or rambler roses is at once the cheapest and the prettiest and the most satisfactory fence that can be made.

### **The Sand Bin**

Probably there should be a sand bin in every playground, as this is one of the most universal forms of play, loved by all children alike. Still it is not exactly a communal type of play such as the playground is supposed to represent. The child does not much care for companions when he is playing in the sand, certainly not for many companions. He plays almost entirely by himself. Children will sometimes combine in building a sand heap, but most of the things they mould by themselves, and a single child is nearly as content as though he had a dozen others with him. As the



## PLAYGROUND EQUIPMENT

children grow older and use the sand more as a means of expression in drawing and moulding definite objects, a number of children may work in co-operation, but the small children do this very little. The sand bin belongs properly in the back yard where the children can play by themselves. Nevertheless, the playground is not being furnished in the back yard, in most cases, and the city ground must furnish it if the children are to have it.

### **Appeal of the Sand**

It is difficult to understand the appeal which sand has for children, but there is no doubt about the fact. The sand is probably a greater attraction to the little children at the seashore than is the bathing, in most cases, and there are a great many children at the seashore who positively dislike the water. Wherever a house is being built in the city and a heap of sand is deposited, it will be found that the children are there digging away industriously and quite unconscious of the passerby. As Joseph Lee says, "Sand seems to have been made for the human hand." It is so plastic and obedient to the will of the planner. It furnishes great opportunities for drawing and moulding, yet the child's love for the sand is undoubtedly older than any intellectual interest. Its appeal is to the emotions, and to nerve cells, associated with a very distant racial history, so far back that their intellectual content is lost and only their emotional content remains. Perhaps the brain is always less emotional and has that much less energy at its command, if the child has not roused these particular cells to action through his sand activities. The love of the sand may even hark back to the amphibious days of the saurians, when the first progenitors of man crawled out of the sea to bask on the sea-beaches of a pristine world. However, that may be, or from whatever source, the love of the sand is there and nearly or quite universal among children.

### **Sand at the Seashore Ideal**

Nature furnishes the sand at the seashore. There is a decided pleasure which comes from the contrast of the cold waters and the warm sand. The sea keeps its beach constantly sterile and disinfected. The ideal place to dig in the sand is at the water side. It is difficult to meet this requirement in the city playground, but not at all impossible. Some of the swimming pools of the South Park System have a sand beach around them made

## PLAYGROUND EQUIPMENT

of several carloads of imported sand. Nearly all of the wading pools in Chicago have immense sand bins not far away. It would have been quite as easy to have made the sand courts the real beach of the wading pool, but doubtless in that case the sand would constantly be getting into the pool.

### **Shade the Sand Bin**

In the great majority of playgrounds, however, there are neither wading pools nor swimming pools, and the sand bin cannot be so located. It is almost absolutely essential that the sand bin should have both shade and sun because, if there is no shade, the sand gets so hot and dry that the children do not care to play in it, and, if there is no sun, it soon becomes unsanitary. In all of the first school playgrounds in New York the sand bins were installed in the basements of the schools. It was a delight to go in at first and see two or even three hundred children digging away there. They were usually quite unconscious and utterly absorbed in their work, but after two weeks had gone by and the children had come in from the streets with their feet covered with the gutter slime and had dropped in the bin their bread crusts and melon rinds, the sand bin was not so delightful. One could smell it as soon as one came inside the playground.

In the municipal playgrounds of New York frame pavilions with permanent roofs were erected. These were better than the ones indoors, because the sand did at least come in contact with the outdoor air. They were nevertheless very unsatisfactory, as they did not sufficiently expose the sand to the sun and the rain. In Chicago and in many other places, a tarpaulin of some kind is erected over the sand bin. This gives a certain amount of shade, though it is never very cool shade, and can be rolled up in cool and rainy weather, so that the sand may have the benefit of the sun and the rain. However, a tarpaulin is rather costly. The children are apt to climb on it and tear it and it may be torn by the wind unless it is very securely fastened. In some cases the sand bin can be put on the north side of a school or other building in such a way as to furnish the needed shade and give the sand the sunshine mornings and evenings, but on the whole the most satisfactory placing of a sand bin is under a tree. It will there get the sun when it is low and not too hot and be protected during the middle of the day.

## PLAYGROUND EQUIPMENT

### **Under or around a Tree**

The shade of a tree is much cooler than the shade of canvas, and the tree does not exclude rain. A sand bin may be built either under or around a tree. A second good cover for a sand bin is an arbor with some sort of vine over it. This has the great advantage that the arbor or framework can be cheaply erected and the vine will grow in a few months if the right one is selected, and it can be protected until it gets a start. Kudzu is probably the most rapidly growing vine that is available, though Virginia creeper also grows very rapidly, and is hardy nearly everywhere. It looks so much like poison ivy that the children will refrain from handling or breaking it.

### **The Construction of the Bin**

Of course the size of the sand bin should be determined by the number of children who are likely to use it. In general a bin about twelve feet by twenty will be about right for most playgrounds. This bin may be made either of cement or of planks. If the bin is made of cement and has a cement bottom, it should have some outlet so it will not fill up with water after rains. It is better, however, for the sand bin not to have a bottom if the ground underneath is hard and will not mix in too much, because this keeps the sand in contact with the moisture below. For the same reason it is better to excavate the earth and put the sand bin nearly level with the surrounding surface, as the sand will not dry out as fast as it will if the bin is on the top of the ground. The sides may be made of bricks or planks. If the bin is made on top of the ground the cement bin has no great advantage over the one made of ordinary planks about twelve inches in height. There should be a plank or board running around the top, so that this can be used for moulding the sand and for a seat. The sand bin should be painted about the color of the surrounding surface, green for grass, brown for earth. Its cost is trifling. If the bin be installed along with many other things that are of cement, harmony will require that the bin also shall be of cement.

### **The Sand**

In cities that are accessible to the sea or lake shore it should always be the practice to secure the pure white sand that is found there. This sand is very fine, pleasant to mould, and it does not soil the clothing.



## PLAYGROUND EQUIPMENT

There is similar sand in many river beds and in some sand banks, but almost any plastering sand will do.

**Keeping the Sand Clean** This is a considerable problem. So much of a problem that I never feel entirely sure that the sand bin should not be purely a family affair for the children in the back yard. The sources of defilement are many. In many quarters the wind bears large quantities of dust which settles down on everything. This is soon blown off from most things, but is held by the sand. This dust in the city is largely horse manure; even if it is only pulverized clay, it will make mud when it is rained upon. In many places the sand is sure to get full of fleas. If the playground is unfenced, the sand bin is apt, in certain quarters, to be a place of carousal at night. But the greatest source of defilement is the children themselves. They come barefooted with all sorts of filth on their feet. They bring in bits of luncheon and drop it in the sand. It is impossible to prevent this defilement. The only thing that can be done is to change the sand frequently.

**Changing the Sand** In Germany they are accustomed to change the sand about once a week, and many of the sand bins are mounted on low tables, so that the children stand up around them. This certainly must be a great help in keeping the sand clean and fit to use. In the majority of the playgrounds of this country the sand is not changed at all. In others it is changed only once a season. The sand usually drifts out of the sand bin out on the playground, more or less, and has to be replenished about once a season unless the bin is very large and deep. This old sand can usually be used to advantage in filling in the jumping pit, and under the apparatus, so there is no considerable loss in replacing it. In a great many playgrounds the sand that works out from the bin greatly improves the surface of the surrounding playground.

**Shall Utensils for Sand Play Be Furnished?** As to furnishing utensils for playing in the sand, there is a difference of usage. Some furnish the pails and shovels, and some do not. The child at the seashore is nearly always armed with a bucket and shovel. The children mould the sand in the pail for many initial attempts at building. The only trouble with furnishing this equipment is that where the director has many other duties, it is hard to keep track of, and the little children

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have very little conception of property rights. Consequently they are very likely to walk off with the implements furnished. The cost of these things is trifling, and they can easily be replaced, but it is not well to teach the children to steal. Perhaps the children are too young to be injured in this way, however, and if the fact that these things are not to be taken away is impressed upon the older children, they will largely prevent the younger children from carrying them home.

In some places they furnish clam shells instead of shovels, so there is not so much temptation. Of course these utensils need to be collected and put away every night in any case. This means some trouble. Where there is a section for the little children, with a kindergartener in charge, there should be no trouble about the children's stealing the equipment and the care should not be excessive. In any ground it might be well to make the experiment, impressing upon the children at the beginning that the shovels and pails are not to be taken home. In some of the European sand bins, they furnish a quantity of round pebbles, with which the children outline their drawings.

### **Sprinkling the Sand**

The sand that is in the sun a part of the time each day, unless there are frequent rains, will soon get so dry that the children cannot do anything with it. It should be wet down almost every evening by the janitor after the children leave for the night.

### **Good Times in the Sand Bin**

Children of different ages use the sand for different purposes. The little children love to dig and pile up the sand merely for the sake of doing it. They find pleasure in the feeling of the sand on their hands. They like to see it grow into different forms and feel themselves the cause of the change. As they grow older, the sand play takes on more and more of the artistic and expressive nature. Anyone who has been at Atlantic City has found, I am sure, the activities of the sand artists along the Board Walk one of the most interesting sights of that great seaside resort. There are angels and horses and knights and castles, moulded in the sand with the touch of an artist, and not a few nickels and dimes are thrown to the workers every day by the appreciative on-lookers. Sand is excellent material to draw in.

In the *Century Magazine*, some fifteen years ago, G. Stanley

## PLAYGROUND EQUIPMENT

Hall told the story of a sand pile in a rural village of Massachusetts. The boys who were the participants in this case were about twelve years of age and came to the village each summer for their summer vacation. They made in the sand pile a complete model of the village with its streets, schools, public buildings and other points of interest. This is a form of expression that is quite as educative as the sand and papier-maché maps that are made in the schools. The sand bin is very often used for the story period, and the children are invited to illustrate the story in the sand bin afterwards.

**At What Age Do They Like the Sand Bin?** Children will use a sand bin with pleasure from the time they are one year old until they are twelve or thirteen, but the bin is always placed in the yard of the little children, and is used primarily by them. The sand gardens of Boston were the first supervised playgrounds in this country, and the sand bin has been called the "Mother of the Playground."

**The Slide** The slide is not like the sand a natural and universal form of child play, inasmuch as a special piece of equipment is required for it, but the interest which the slide has come to satisfy is racially old. Otters and muskrats and elephants and I know not what other animals have slides of their own. It will be found in all of our cities that, wherever there is a smooth incline that is accessible, it is kept well polished by the children, whether it be a stone coping to a terrace or the banister of the house. Our modern slide is merely an invention to better satisfy an old love.

**The Home-made Slide** All that is needed strictly for a slide is some smooth, vertical or inclined piece of wood or metal down which one can slip. In the early days, these slides were usually made by supporting planks in an inclined position and having a ladder by which to climb to the upper end. These planks served very well, if they were free from splinters, but most of them were made out of pine and after rains the grain was apt to rise and then there was great danger that the children who were coming down might be impaled. Similarly upon our early wooden gymnasias there were inclined sliding poles of pine or cedar, which were subject to the same criticism. The next advance came when we began to make our slides of oak or maple. New York has a number of these slides



## PLAYGROUND EQUIPMENT

with a covered passageway going up and coming down. They are about three feet wide so that two or three children can come down at once. On the whole, however, a slide can be purchased so cheaply now that it is scarcely worth while to make them any more.

### **The Maple Slide**

A maple slide in three sizes can be purchased and a small kindergarten slide is sold for \$15.00. The ordinary playground slide fifteen and one-half feet long and about eight feet high is sold for \$30.00, F. O. B. Chicago. This is an admirable slide. The slide board can be turned over, so that it may not get wet during rains or it may be detached and taken in if that is desired. This slide does not splinter. It is quite as smooth as a metal slide. It does not get so hot in summer nor so cold in winter and it does not get rusty. In very dry climates, however, it will warp or crack and cannot well be used. The maple slide should be waxed occasionally.

### **The Steel Playground Slide**

The steel slide is much more expensive than the maple slide and thus far it has not proved altogether satisfactory. As soon as it is scratched by nails in the heels of the children's shoes it is apt to rust. A rusty slide cannot well be used until it is polished again. There seems to be improvement in the new slides that are being put out and perhaps we may sometime have a slide that is actually rustless. However, thus far it seems to me the evidence is rather with the cheap maple slide.

### **The Steel Gymnasium Slide**

These are of more recent origin. They are attached to the top of the gymnasium frame, are about thirty feet long and cost \$120.00. They are used by the older boys and girls and by the young men and women. A slide similar to this is often used at the seashore for the bathers to slide down in their bathing suits into the water. A circular slide reaching to the second or third story is used on many schoolhouses of the older type for a fire-escape. It is a very rapid method of escape and more fun than the fire.

### **The Sliding Pole**

Sliding poles are used in most gymnasiums as a means of passing from the second story to the first. These poles are put on the end of the gymnasium frame and are generally enjoyed. They are steeper and not so long as the gymnasium slide. I once knew a boy to slide

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down one of these poles so rapidly as to break his leg, but I do not suppose this has often taken place.

**The Use of the Slide**                      The slide for the most part is intended for the little children. Until recently it has been used almost entirely by them. People seem to have an idea, in general, that the slide was invented by the clothing merchants to wear out the children's clothes. I doubt, however, if it does much damage in this way. The slide is very smooth and the child is not long in coming down. The child wriggles around in his seat a good share of the time anyway, and the seat is not so smooth as the slide. It is also commonly supposed that the slide is dangerous to little children, because it is some eight feet or more high. I doubt this conclusion also. Experience has not demonstrated the danger. There is a small slide in the yard of one of our neighbors which a half dozen small children use constantly. The eldest child in the group is only five and one is only two. The two-year-old will go down on his back head first and every other way. There has never been a child hurt to my knowledge in the year it has been there.

In our experience in Washington where we had a slide in every playground, I never knew a child to be injured seriously on one. There may be some question again if the slide does not belong to the private house instead of the playground. The smaller slides are not beyond private means. It is purely individual pleasure which the child will enjoy as much with one or two companions as he will with a whole playground full of people. Sliding is a universal love of children. All rapid and effortless motion except falling is associated with pleasure in the consciousness of the race apparently. We must suppose that the brain gets a certain sort of stimulus from it which is valuable, and that perhaps it wakes to action certain brain cells that would otherwise have lain dormant all of our lives.

**Tobogganing and Skiing**                      There is little of either of these sports in the playground, but they seem to be naturally associated with the slide as a form of sport. Toboggan slides are put up each winter in certain of the South Park Playgrounds of Chicago, and the children slide down from this artificial hill to the artificial lake that has been made for skating. Sliding with sleds is permitted on certain streets in a number

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of northern cities and the sport is always well liked by the children though it is apt to be dangerous. Policemen are stationed at cross streets in some places to stop teams and pedestrians who might cause collisions.

### **The See-Saw**

The see-saw is a piece of apparatus that children have always made for themselves by placing a board across or through the fence. The see-saw is one of the most dangerous pieces of apparatus. Children are naturally reckless and will often stand up on each end of the see-saw, and very soon one of the children is apt to be thrown off on his head. It is great sport to slip off the end when you are down and let your companion come down with a bang, perhaps to break a leg. Then you can stand on the middle of the see-saw and work it all yourself until you fall off—which is likely to be speedily. If the commercial see-saws with handles are used and the children can always be required to sit down there will not be so many accidents. The short see-saw on the high standard is the one that is most dangerous, as it makes a more acute angle with the ground, or in other words the incline while it is in the air is greater. The longer the see-saw board and the lower the standard the safer it is, but also, for the most part, the tamer it is also. As I have said, I do not regard the see-saw as worth while, but if it is used it is best to use one with a handle on a standard that is not much more than two and a half feet high. The see-saw is easily made, but most home-made ones are unsatisfactory.

The rocking boat or "merry widow" is a piece of apparatus somewhat similar to the see-saw in action. It is, however, a much more expensive and less common piece of apparatus. It is undoubtedly rather more valuable.

### **The**

### **Merry-go-round**

The merry-go-round is a piece of apparatus much in favor with park superintendents oftentimes. There is no other piece of apparatus that can be used constantly by so large a number of children. It is a sort of a circular grandstand on which the children sit in two tiers, while others run them round by the arms at the side. One of these merry-go-rounds will often be found to be used almost continuously by twenty to forty children. Several years ago, while I was supervisor of the playgrounds of Washington, we were presented with a very fine one which cost four hundred



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dollars. It was set on ball bearings and ran around very easily. We placed it in a play park not far from one of the public schools. In a few days a delegation of teachers came down to see us. They said the children went over and rode on the merry-go-round at noon and where so seasick all the afternoon that they could not study and that children had often vomited in consequence.

We moved it to another playground and a few days later a delegation of parents came down with the same complaint. In the merry-go-round I am unable to see that anyone gets any benefit except the child who pushes it around, and he might as well saw wood. If the apparatus runs very easily, some of the children are sure to become dizzy, and even if they do not show any bad signs, nearly all are probably affected more or less. I feel somewhat dizzy and upset for an hour after riding on one of the things myself. The apparatus is very costly, and I am inclined to think it is a positive injury to the children, and that it should be excluded from all playgrounds.

There is also a merry-go-round which runs around on small wheels on an iron track. This the children operate themselves by a lever arrangement, which gives a motion and exercise, much the same as rowing. This piece of apparatus is certainly good exercise, and I suspect that the working of the lever largely overcomes the tendency to dizziness, but of this I am not sure.

### **The Wading Pool**

Wading is a sport which children have always indulged in without any special encouragement wherever there was an opportunity. The sensations of the feet were once very useful to our primitive ancestors in finding their way through the forest, in keeping paths and avoiding noise when stealing upon game or away from a pursuer. Most of our present feet sensations are corns and chilblains which have no great economic value. Still the old conditions live in our nervous systems and feet sensations. They have an emotional appeal which is hard to understand.

I can remember yet those days, when we went barefooted for the first time each spring. We often went out on the sunny side of the house, where the grass was warm, before the snow had entirely gone from the north side of the house. The day when we might first go barefooted for the whole day was like

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the Fourth of July, a day which left such vivid impressions that memory has still retained them. No less vividly stands out the memory of the days at the seashore or along the creek when one could walk about in the warm sand or in the mud and water.

These sensations seem to mean nothing to the intellect. It is hard to understand the sense of well-being that accompanies them. It is something of that sort of feeling that an alligator has, I suppose, when he is sunning himself on a warm sand bar in the river.

My first experience with a wading pool was during my first summer in the New York Playgrounds back in 1898. It was in the yard of one of the great public schools. The yard was of concrete and there was a drain in the center. There was a sand bin at one end. At that time we furnished the children with small wheelbarrows and shovels. There were three yards and two directors with about a thousand children to look after. Very naturally one of the most delightful kinds of busy work for the small children was to fill these wheelbarrows with sand and dump it down the drain.

One day we had a hard rain and the drain went on a strike with the result that we soon had nearly a foot of water in the yard. The rain continued to fall in torrents, and the directors tried to keep their charges under cover, but it was no small task. The children liked the flooded yard much better than the dry one and despite the rain had their shoes and stockings off in a jiffy and were out in the water. The directors would go around on one side and forbid the children to go out in the rain, but they would throng in from the other sides, meanwhile, until the directors had to give it up as a bad job and let the children have their way about it. It has never been necessary since that time to convince me that a wading pool would be popular.

### **The Cement Pool**

In the Chicago playgrounds, the wading pools are cemented in all of the later pools at least. They are of different sizes, but will probably average fifty or sixty feet across. The water is oftentimes supplied by a fountain arrangement in the center from which the water also drains away when the pool is to be emptied. The common practice now is to make a circular pool about forty or fifty

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feet across with the water about three or four inches deep at the edge and fifteen or sixteen inches deep in the center. This leaves the larger area to the shallow water and this is what is usually desired. The two chief costs of the wading pool are the cementing and the connection with the sewer, though there may be a charge for the water also. A circular pool forty feet across should not cost over four or five hundred dollars and might cost much less.

### **The Pool with a Mud or Sand Bottom**

Where a pool is made with a mud or sand bottom and the water is allowed to filter away through the soil or evaporate in the air, practically the only cost is the cost of the excavation and the expense of supplying the water. Such pools are often supplied by park superintendents and are as well or better liked by the children than the other pools.

### **Changing the Water**

The water is not changed frequently in most wading pools. It is not necessary that it should be changed so frequently as in the swimming pools. However, dust and soot settles on the water, and various kinds of litter gets into it, so it is well to change the water occasionally and clean up the pools. They are scrubbed down once a week in Chicago.

### **Advantages of the Mud and Cement Pools**

The cement pool is much more attractive to look at and it has the advantage that the water can be let out and the pool can be cleaned whenever it is desired, but it is doubtful if it is ever as well liked by the children, or if its advantages are really considerable. It is always pleasanter to put your bare feet down in the sand or the mud than it is on cement. It is most pleasant of all where you can squeeze the mud up between your toes.

As the chief value of the wading pool is in arousing old racial memories and creating an emotional state, it seems to follow that the nearer the wading pool is to a state of nature, such as our amphibian ancestors enjoyed the more valuable it will be in arousing the proper emotional state in the child; so, if the sanitary inspector has nothing to say to the contrary, I shall vote for the pool with a bottom of sand or even of a mild variety of mud. We must remember of course that there is dirty dirt and clean dirt and there is nothing unsanitary from



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coming in contact with the soil. The wading pool in any case should be so that it can be drained off occasionally.

### **Bathing Booths**

The children in the wading pools are apt to get their clothes wet more or less and to splash each other. Ofttimes the small children want to lie down or sit down in it when the water is warm. For this reason bathing booths are furnished in some places, so that the children can put on old clothes before going in.

On the whole I am inclined to doubt if the modern wading pool is equal to the old time mud puddle for pleasure or profit. I do not think country children need wading pools, but they are well worth while to the benighted city youngsters who are denied so many of the wholesome sources of recreation that the country affords.

### **The Swing**

The swing is usually the central feature in the playground for small children. It is the piece of apparatus which usually attracts the most attention. In the minds of many people, a city playground means a row of swings. Yet the swing is one of the most expensive, dangerous and troublesome pieces of apparatus ever erected. It causes nearly all the criticism that is made of playgrounds, is responsible for most of the accidents, and yields in return a mild emotional stimulus of no apparent value, and a small amount of physical exercise. What has the swing to say for itself?

### **Why Do We Like to Swing?**

Joseph Lee says it is a reminiscence of our tree top home. Very likely it is. All things that are spontaneously and universally pleasurable must have secured this association with pleasure in periods far back in history. Certainly monkeys all like to swing and it is through their skill in leaping from swaying branch to swaying branch or by swinging from vines or each other's tails according to accounts that they bridge the gap from tree to tree and are able thus to traverse the highways of the forest. Children like about equally well to swing from a single hanging rope as from a regular swing with a seat, as all gymnasium experience must testify.

I have no knowledge of the age of our present swing with two ropes and a board, but it seems to belong to the race. Pretty much everywhere it is to be found suspended from the limb of some convenient tree, and it seems to be the natural

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corollary of childhood everywhere. The sensation of swinging is of almost effortless motion, of a mild and gentle breeze, of falling without danger. These constitute the sensations, but can scarcely explain the universal pleasure in the swing.

Lee says that "swinging is like foreign travel" but he fails to explain the resemblance. He thinks his children do not need to swing, because of their varied experiences. I suspect, however, that there is a specific stimulation of the brain cells that only the swing can give, and that the child who has not had this emotional arousal may be the poorer intellectually all the rest of his life.

### **The Lawn Swing**

The lawn swing is scarcely a swing at all in its effect on the person. I doubt if it is psychologically a swing. It produces very different sensations. It is a very mild and diluted form of pleasure fitted for the recreation of grown folks, but scarcely worthy of any young lady or gentleman of mettle. The lawn, garden, or skup swing in its ordinary form will not stand the strain of the playground. Two were installed in each playground the first year in New York. They were nearly all broken during the first week. It was hard to prevent six or eight children from getting into each of them at the same time, and they could not stand the strain. There is a large swing of heavy timbers, which is used in the Chicago playgrounds. This is a serviceable playground swing, but it is expensive as compared with the other swings. Its chief value is as a seat when you are tired, a seat also that creates its own breeze. This is well adapted to playground use, and it is a good thing to have a few of these at the side of the strenuous play fields, so that they may take the place of benches.

### **The Hammock**

The hammock itself is a form of swing that comes the nearest of all perhaps to the original tree top. The orang-outang builds his own hammock in the tree top, and weaves the couch in which to die when shot. The hammock is found only in the infant department of the playgrounds, where baby hammocks are sometimes furnished for the little children. A number of these were installed in Seward Park the first year, but it was soon discovered that the mothers would come over, put their babies in the hammocks,

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and go off and leave them for an hour or more at a time, with the result that directors soon had a day nursery on their hands.

**The Chair Swing** The chair swing is much liked by the children from three to six years of age. In any place where they are provided, they will generally be found to be full, but the older children are apt to crowd into them and break them, or they are broken in putting them up and taking them down. These swings are good for the little children, but they require considerable care, as the small children usually have to be put in and taken out. When a child gets into one of these comfortable chairs also, he likes to stay, and there are apt to be complaints if there are other children who wish to use them.

**The Wooden Framework** In the early days nearly all of the equipment was of wood. The present practice is to use steel almost altogether. This is in line with the general trend of progress in other things. A swing framework when there are two big boys or girls in each swing, and each couple is trying to swing as high as possible is subject to great strain, and steel is none too strong. It is possible to make the wooden framework as strong as it needs to be at the time, but it soon rots away on the top where the rain soaks into the timber and just at the surface of the ground or a little below. Consequently, it may be only a year or two before the timbers are unsafe, though this may not appear at all at the surface. However, if the swing frame is properly braced, it will not collapse even though the uprights are rotted off. At least it will not do so at once and without warning. This rotting of the part in the ground can be largely prevented by setting the post in concrete about three and a half feet which should also come at least half a foot above the surface of the ground. If this concrete is mixed with a small amount of oil, it will keep the water out and give stability to the framework at the same time. The posts may also be protected by creosoting the lower end of them or by dipping them in hot coal-tar. However, these latter two methods do not give the rigidity to the frame which is secured through concrete. Timbers four by six of Georgia pine are the ones generally used. The cross beams at the top are another weak spot in the wooden frame. If it is flat at the top, the water soaks into it and rots it, especially at the places



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where the bolts go through. Sometimes this is prevented to a considerable extent by rounding off the top beam or by covering it with tin.

Perhaps the chief objection to the wooden framework, however, is that it is big and awkward. It does not seem as graceful and sightly as the steel frame. It should always be kept painted, if used, but in the long run it will not be found to be much cheaper than the steel frame and the steel is to be recommended unless the whole arrangement is temporary.

### **The Steel Framework**

There is nothing difficult to understand about the steel framework. Ordinary gas pipe will serve perfectly well and it can be screwed together by almost any one. Three-inch medium pipe with three-and-a-half-inch horizontals should be used, or two-inch uprights and two-and-one-half-inch horizontals, if the extra heavy pipe is used. All pipe dimensions refer to interior measurements. This is amply strong for the low swings, if they are well braced, but it would be well to use a half-inch larger pipe for the higher swings to be used by the big children.

There is a general feeling that galvanized pipe should always be used, but there is no great choice between well-painted black pipe and the galvanized. In other things of course the iron workers who build bridges and towers, with the exception of windmill and electric light towers use the black iron, which is first painted red to protect it from rust and afterwards black. Galvanized pipe is pretty sure to rust where there is any wear. However, the fashion is certainly for the galvanized pipe.

In the ordinary gas pipe that is screwed together, the thread of the pipe cuts it about half in two and consequently reduces its strength by that much at the last thread. Spalding avoids this by using an unthreaded pipe and fastening the fitting with set screws. Medart uses an unthreaded pipe and fastens the fitting and the horizontal together with bolts. This requires two holes through the pipe and fitting and must weaken it considerably, but probably not so much as the thread.

### **The Height of the Swing Frame**

Children like the tall swing. Of course the taller the swing the heavier the framework will have to be, and the better it will need to be braced. This is true both because of the greater leverage and momentum that is acquired by the high swing and because

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the tall swing will always attract the large children, while the low swing is apt to be left to the little children. The high swing is considerably more expensive. My own feeling is for the low swing, because it does not take so much room, is not so dangerous, does not cost so much money, and is not taken from the little children, who are its rightful possessors, by the big children who ought to be doing something else. The swings for the little children in most cases ought not to be more than eight or ten feet high.

It is well to put up a bent of twelve to eighteen swings in a section, as this is cheaper and they are more easily controlled than where they are put up in separate sections. The swings for the little children will require about three and a half feet for each swing. I should be inclined to limit the height of swings for the older children to twelve or fourteen feet also. These will require about four feet to a swing.

### **The Swing Fittings**

The ordinary T's and elbows for regular pipe can be obtained at any hardware store, but where all the apparatus is secured locally a special fitting to attach the braces to the pipe will probably have to be made. Special fittings may be purchased when the pipe is purchased, and the work is done locally. A special fitting holds the braces as well as connects the horizontal and vertical pipes. These fittings are expensive, but are now much cheaper than they were a few years ago. The strategic point is the collar about the pipe which holds the rope or chain. This is apt to slip and slide on the pipe. It has to bear the strain of the swinging, and it should be made so it will grip like a vice. The hook also that holds the chain or rope must be above reproach. If made of soft iron, this will wear through within less than a month in any much-used playground. It should be made of tempered steel that is both hard and tough. In some swings this friction is greatly reduced by having the swing work on ball bearings. I do not see any great advantage in having a swing run very easily, as the children tend to stay in too long anyway, and they do not get any exercise if the swing runs itself, but it is an advantage not to have the fittings wear out.

### **The Swing Rope or Chain**

There are three mediums used to suspend the swing seat from the frame. These are bars, ropes and chains. The bar is used very little in this

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country. In fact it is almost never used. It is heavy and awkward and inflexible, but it is common in England and Scotland. The bars are about an inch in diameter. The traditional method of supporting a swing everywhere is by a rope. I am inclined to doubt if we have yet discovered anything much better. The chief danger in the playgrounds is that the children may be struck with a swing. It is best to make the swing as light as possible, so as to reduce the momentum of the blow, though of course the chief momentum will come from the weight of the child or children who are in the swing. The rope swing with the board seat is the lightest swing there is made.

Most swings are hung with manilla rope. This is cheap, but it stretches out rapidly where it is exposed to the weather and may soon bring the board too near the ground or make one side lower than the other, so it hangs unevenly. The children overcome this by tying knots in the rope, but this gives the rope and swing an untidy appearance. If manilla rope is to be used it should be shrunk before it is used.

I understand that the cordage of sailing vessels is made of ropes of hemp and that these ropes do not stretch in the same way the manilla ropes do. If this is so, the hemp should always be used, even if it does cost more. The chief difficulty with rope is that it will rot if left out of doors for a long time in all weathers, and there are apt to be rowdies in the neighborhood who think it a good joke to come in at night and cut a swing rope partially through, so that it will break when exposed to strain. This has happened repeatedly in the early days in the parks, so that the park men who leave their swings out all the time in all weathers and under all conditions have come to use chains altogether. However, the swings in the South Park System are supported by ropes. The rope swing is especially suited to any system where, for any reason, the swings need to be taken down frequently, as is usually the case in unfenced playgrounds.

### **The Steel Chain**

There is a large variety of steel chains that are being used, but the one that is coming to be generally chosen is the chain with links about one foot long, they are rather short bars which connect with the next bar in the chain. These bars flare in the middle and are about



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one-half inch in diameter. There are several very decided advantages which these swing chains have. They are of galvanized steel and do not rust much. They will stand the weather. They do not stretch. They cannot be cut and do not need to be taken in to protect them from the elements.

There are also disadvantages. The swing is too heavy, the link is not large enough to get a good grip on it and it is too hot in summer and too cold in winter for comfort. These objections would be largely overcome if a piece of rubber hose or some similar substance were put on the lower links. In a number of places especially in school yards, I have seen a slender steel chain, not unlike a dog chain, used. This chain is not strong enough or hard enough and soon breaks or wears through.

### **Taking in the Swings**

Where swings with ball bearings and steel links are used, the practice is to chain them with a short chain to the uprights. Where the rope swings are used, they are usually hung from hooks and taken in at night.

### **The Swing Board**

The swing board is the catapult that bowls over so many children, if it is improperly placed. It should be as light and soft as possible for this reason. I am inclined to think that a steel board is a mistake.

The swing board should be only a little longer than the width of the child. It is tiresome to have to hold your arms out horizontally at right angles to grasp the ropes as is necessary where a small child is seated on a swing board that is too long for him. There are three traditional methods of attaching the rope to the swing seat, one is to run the ropes through the board and tie knots in them, a second is to run the rope through the board and upon the other side to the limb of the tree, and the third is to cut a notch in the swing board and place this over the rope. None of these methods is satisfactory in the playground, because they are all more or less dangerous. The rope is likely to slip out of the notch, the knot to come untied, the rope to wear through where it is run under the board. The board also wobbles more or less with any of these attachments. The approved method is to have a clamp go around the board terminating with a stirrup strap and eyelet of steel in which the rope or chain is fastened.

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### **Height of the Swing from the Ground**

The swings should be hung just high enough so the feet of the children will not touch. However, the children will be of different sizes, and, if the seat is hung high enough so the feet of none of the children will touch, it will be too high for the little people, and the best that can be done will be to compromise on a medium height. This will mean, however, in all probability as has been said that the feet of some of the children will touch, and, in consequence, that the earth will be dug out underneath in certain places. This is apt to fill with water after rains, and as the children swing back and forth, they splash themselves and others. To prevent this, a board or cement floor is often placed beneath the swings. This should be about three feet wide.

### **The Swing Space**

The swings should always be at the side and in general the swing framework should be parallel with the fence and just far enough away so that the children will not strike the fence as they swing. In some places the swing space is roped or chained off from the balance of the playground, so that there may be no danger of a child's running in front of a swing without being aware of what he is doing.

### **Erecting the Swing Apparatus**

If there is a skillful ironworker in the neighborhood, he can easily erect the framework for the swings. Any ingenious man who understands rope splicing can make the swings if ropes are used. This will greatly reduce the cost, but doubtless the project will not look quite so finished and may not be quite so safe, as though the equipment were purchased from one of the companies.

Apparatus may be ordered in various ways. What is often done is to let the contract for the installation of a complete playground outfit. This means that the company must not only furnish the equipment, but that they must send a gang of men perhaps from Massachusetts to Missouri in order to erect it. If they are told to put this equipment into the playground and are not definitely shown where it is to be placed, they will probably put it up in the center of the playground space where it will be most conspicuous and where an eighth of an acre of apparatus can easily ruin three acres of playground.

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### Use of the Swings

Girls should not be allowed to stand up in swings unless they wear bloomers or they are in a yard entirely by themselves, so that outsiders can not see in. Ofttimes a new director thinks it a part of her duty to swing the children, but of course the only considerable advantage from the swing comes from swinging yourself. When you stand up and pump yourself up, a swing is a pretty complete gymnasium, exercising nearly every muscle in the body. It is excellent for the back muscles especially and for the heart and lungs.

In the beginning there are always many quarrels over the swings. A child gets into the swing and wants to stay there, but there are several other children who want to use it. This makes it seem all the more desirable to the one in possession and the situation is likely to become acute if there is no one to adjust matters. A very common method is for the director to appoint a monitor over the swings, who sees that each child has so long and no longer in the swing. This usually means that each child may have ten swings or five minutes or something of the kind. In some places the teacher rings a bell every five minutes, and everyone is required to change.

In some places I have seen fifteen or twenty children standing in line for a swing, and sometimes these children in line were playing catch or something of the kind to while the time away. However, this always indicates a very congested playground or a poorly conducted one, where there is little going on. The games and other activities are much more valuable than the swing, and the most successful playground is the one where the swings are empty and the games are full rather than vice versa. Full swings and no games is sure proof that the whole playground needs speeding up. The swing is a piece of nearly standard attractiveness against which the teacher has to compete in organizing the play. The teacher who can make the games more attractive than the swings is a success.

### The Giant Stride

The giant stride comes nearest to the original hanging vine or monkey's tail to swing from. Yet in its modern form it is an invention that has grown out of the play movement and is a new form of sport. The giant stride consists of a tall pole, usually fourteen to eighteen feet in height. The modern ones are all made of



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steel pipe about five inches in diameter and set about four feet in concrete. The head is set on the top of the pipe with ball bearings, and attached to this revolving head are six ropes or chains with rope or steel ladders with three or four short rungs attached. The ladders are intended to hold on by. The child takes hold of the ladder and paces about the pole touching the ground every fifteen or twenty feet—hence the name. The giant stride is much appreciated by children more than ten years old.

In country sections a giant stride is often made by mounting a wagon or plow wheel on the top of a pole and attaching knotted ropes to the periphery of the wheel. The first forms of the giant stride everywhere, were made in some such way. The knotted rope serves very well to hold on to though it is not quite so satisfactory as the ladder. The rope ladder with the wooden rungs is more satisfactory than the steel while it lasts, because it is pleasanter to hold to, and because it does not hurt so much when you are hit by it as the steel ladder does. However, of course it is not so permanent and does not stand the weather so well.

### **Location of the Giant Stride**

The giant stride belongs to the older children and should be in their section of the playground. The stride should be placed in a corner of the yard whenever possible so that it may be out of the way of the games. It is a very good piece to fill up an angle somewhere, where the space might otherwise be wasted. The children should be instructed in getting off the giant stride as they are sometimes hurt by dropping off and standing in their tracks until they are struck by the next child who is coming around. The child should always dodge out as soon as he drops off.

### **Locking up the Giant Stride**

There is some difficulty as a rule in putting the stride out of business when it is not supposed to be used. Some are so made that the ladders can be taken off. In some the chains or ropes can be detached from the wheel above, but the common method is to chain the ropes to the post. This is not very satisfactory, as they will still slip around in spite of the chain.

### **The Teeter Ladder**

Probably the piece of apparatus that has been most criticised in the playgrounds is

## PLAYGROUND EQUIPMENT

the teeter ladder. It is as the name indicates a horizontal ladder balanced in the middle, and just high enough for the children to reach. They take hold of each end with their hands and go up and down much as they would on a see-saw. It is pretty good exercise and tends to pull the shoulders up where they belong. The main difficulty with the teeter ladder is during the time while the children are learning, but it is never free from criticism. The year the playgrounds were opened in New York, we sent out a questionnaire, asking if there were any piece of apparatus that they wished to dispense with. The teeter ladder got more votes than all the other apparatus put together.

There are three important reasons for care in its use, especially for children who are just making a beginning with it. The first of these is the method of getting off. The child who is down, whether from thoughtlessness or cussedness, lets go, allowing the child who is up to fall, and the ladder perhaps strikes him on the head or shoulders. This is apt to result in a sprained ankle and may mean a rather severe injury. The second trouble that I have found with them is that the children love to sit on them and use them like a see-saw. This is all very well if they are careful, but, if it is brought down sharply when a child is not watching, he may be thrown off on his head. What came very near being a fatal accident once happened in this way in one of our Washington playgrounds.

The third criticism is harder to guard against in a mixed playground. We used to make the rule that the girls who went on the teeter ladder must pin or put a rubber band around their dresses, but while the ones that you instructed might do as you said, other children might come in at any moment who had not heard your instructions and go at once upon the teeter ladder. Of course these difficulties will become less and less the longer playgrounds are open.

### **The Circular Running Track**

The circular running track is a feature of most municipal playgrounds. Ofttimes it practically monopolizes the available space. In fact one cannot but be impressed by the very subordinate place which play is evidently supposed to take in many playground systems. The circular track is useful in long distance runs, such as do not take place in the playgrounds. It allows the young fellows to get exercise by themselves without any

## PLAYGROUND EQUIPMENT

direction, for it does not take very much guidance to run around a circular track. In a playground system where athletics are systematically encouraged there is constant use of the straight-away track, but very little use for the circular track.

I am inclined to think that where a circular track is provided, it should be laid out around the ball diamond and that it should be made without a curb, so that one can play right over the space. I am not quite certain whether the circular track is worth while or not, but I am quite sure it is not worthy of the practical monopoly of the playground space which it often holds. It is expensive, space-consuming and relatively ineffective and idle as compared with the straight-away. Young children should not be encouraged to run long distances at speed, at least not until they have had much preliminary training, and the circular track is useful only in long distance running.

### **The Outdoor Gymnasium**

Gymnasiums and playgrounds are not the same thing. It must be said, however, in its defence that the outdoor gymnasium is not a real gymnasium. It has no pulley weights, rowing machines, stall bars, dumb-bells, Indian clubs, wands and often has not the horse, the buck, nor parallel bars. It is mostly a monkey-house to climb about in. It contains a trapeze, parallel rings, a horizontal ladder, usually climbing ropes or poles, sliding poles or a slide, a horizontal bar and a set of traveling rings. The traveling rings, the slide and the horizontal bar are constantly in use, the other features little. The parallel rings are also used considerably, but mostly in the doing of "stunts" that are of doubtful advantage to the doer, because so many of them are likely to result in strains. Of all of these activities the only one that is really gymnastics is the use of the horizontal bar. The outdoor gymnasium is not used for any sort of class work or usually for any sort of teaching. Where the horse and the parallel bars are furnished, they are usually used a good deal, but are not a part of the framework which is usually termed the outdoor gymnasium. The horse and buck do not stand the playground conditions very well on account of the rain and snow and they are sometimes cut at nights by rowdies.

Most of the "stunts" done on an outdoor gymnasium involve a risk of falling, and there should be sand or tan bark



## PROFESSOR HETHERINGTON

underneath so as to minimize this danger as much as possible. The earth should be excavated to a depth of about six inches, and the sand or bark filled in.

The outdoor gymnasium is one of the chief advertisements of the play system. It is costly, and looks imposing as it stands out in the open, but it looks much larger than its actual results can warrant.

### A NEW POSITION FOR PROFESSOR CLARK W. HETHERINGTON

Prof. Clark W. Hetherington, who has been working under the Joseph Fels Endowment, has accepted the position of professor of physical education at the University of Wisconsin.

Prof. Hetherington besides serving as a member of the Board of Directors of the Playground and Recreation Association of America has been chairman of the Committee on Normal Course in Play, rendering the playground and recreation movement a very great service in assisting in the preparation of this report. After the report appeared, Prof. Hetherington, as chairman of the Committee, visited a great many normal schools and universities throughout the country, doing much to create a greater interest in the recreation movement.

During the last summer Prof. Hetherington has lectured in the summer session of the University of California. Besides giving the courses, "Introduction to Physical Education," and "Nature and Function of Play," he organized a Play School. This school ran during the six weeks of the summer session, with 207 children. On a single day the number of visitors ran as high as 200. A great many educators followed the school with interest and pronounced it a decided success. The University plans to conduct similar Play Schools during the next two summers.

In his work in the Play School, Prof. Hetherington was assisted by Mrs. Hetherington, Dr. Everett C. Beach, E. B. DeGroot and others.

In his new position at the University of Wisconsin Prof. Hetherington's time will be devoted entirely to the professional course, chiefly to the heavier theoretical course in physical education.



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### **Agents Wanted for The Playground**

The Playground and Recreation Association of America wishes to secure individuals in all parts of the country to act as agents for THE PLAYGROUND.

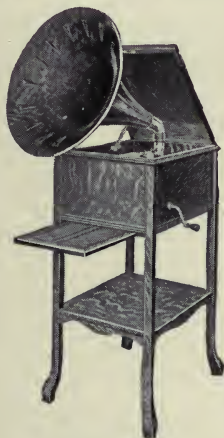
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The Victor will be a splendid innovation for the Christmas exercises, and the special list of records which have just been issued for the Christmas season will afford interesting and instructive entertainment.

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Any Victor dealer will gladly place the special School Victor in your school on trial, or write to us and we will arrange it for you.

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*National Board Y. W. C. A.*



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## THE PROPHETS

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# THE PROPHETS



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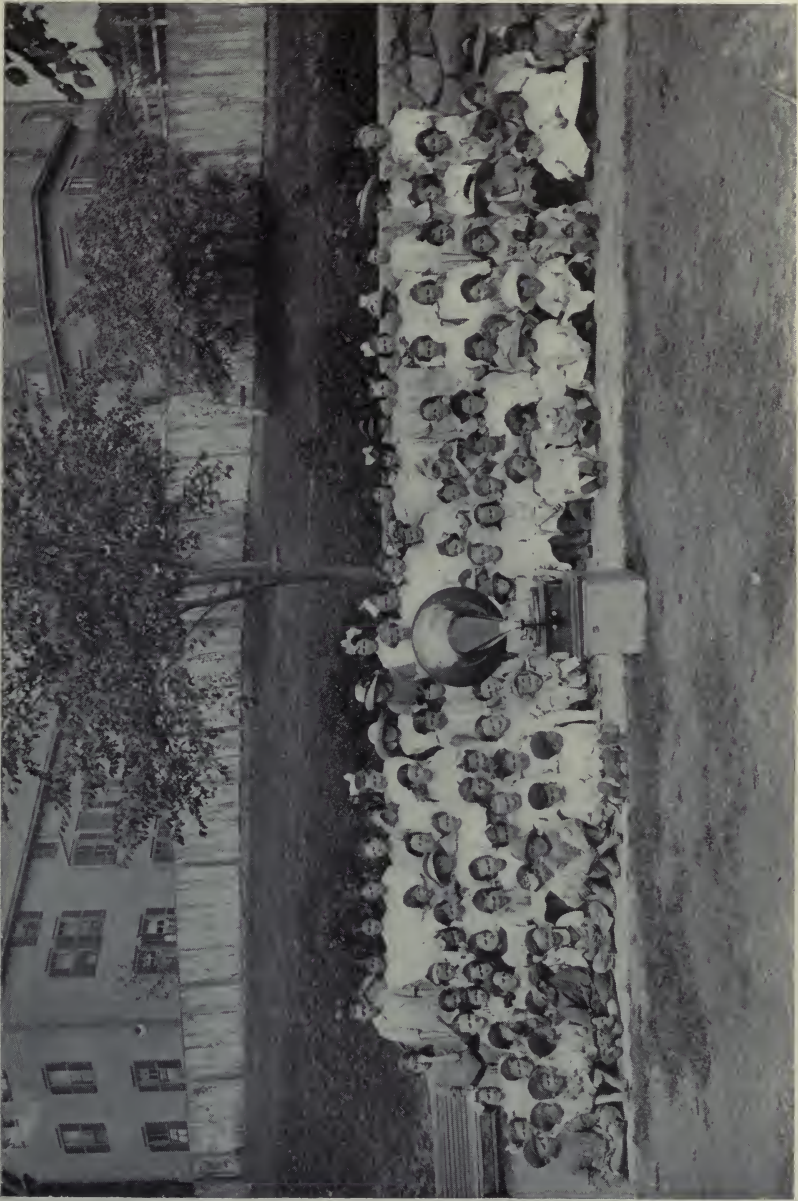
# THE PROPHETS



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*Hiram House, Cleveland, Ohio.*

THE SPIRIT OF '76

## RECREATION ACTIVITIES IN URUGUAY\*

P. A. CONARD

Representing the

National Committee of Physical Education of the Republic of Uruguay

Uruguay is the smallest of the ten South American republics. It is that little red spot in the lower right hand corner of South America which many North Americans cannot decide whether to place in Argentina or Brazil. Yet Uruguay is as large as New England and Maryland combined, and with its one million and a quarter of inhabitants, one-third of whom live in one of the most beautiful and progressive capitals in the world, it is in many respects among the most progressive of nations. I wish very much a typical Uruguayan, handsome and clever, acquainted with the history and problems and people, were presenting this subject today, but as I have been honored with the representation of the National Committee of Physical Education of that Republic before this Congress, I bring the cordial greetings of a great and public-spirited citizen, the President of the National Committee, and those of his distinguished colleagues.

### **A Diversion-loving People**

Heredity and environment, climate and disposition, combine to make the Uruguayans a diversion-loving people. The theatre and opera, the inevitable moving picture, the race course, the brilliant "Cursos" in the beautiful parks, the thronged watering-places, gay promenades, balls, excursions, and crowded band concerts given freely in the public plazas, and the popular free school of dramatics, are illustrations of a spirit of abandonment to being entertained.

The most popular of athletic sports is soccer foot ball—in fact, aside from rowing, which has a limited following, it is practically the only sport. The English community, of course, has tennis and cricket. The few Americans practice baseball. Once in awhile a foreign ship in port plays a game of Rugby. Some men learn fencing, fewer boxing or wrestling, and some learn to swim—though this number is less than might be expected when one considers the resort character which Montevideo assumes during the gay months of summer—but the fact re-

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913

## RECREATION ACTIVITIES IN URUGUAY

mains that for the people of the country the best known and most popular game is association foot ball, and in that sport Uruguay has acquitted herself with credit among her powerful neighbors.

### **A National Committee on Physical Education**

To the present time, athletic and recreative activities have been, almost without exception, from private and scattering efforts, but

I wish to speak more definitely of a significant and progressive modern movement on the part of the government to stimulate on a nation-wide basis up-to-date and all-round physical education. Some two years ago, on the accession to power of the present administration, a law was passed appropriating \$50,000 a year for five years to begin the propagation on this comprehensive basis of physical education. To administer this fund a strong, non-political committee was named, led by a prominent Uruguayan with a wide commercial and political circle of influence, and composed of various ex-officio members, such as the President of the National University, the Director of the National Military School, the presidents of the leading foot ball and athletic clubs, and a few well-known business and professional men interested in the subject. This committee was given large powers and is laying extensive plans, including a scientific study of the national type of physique, the promulgation of sanitary legislation, the organization of health and sanitary movements. But they have wisely begun in a very practical way by lending every encouragement to athletic clubs, and every other organization with a purpose in keeping with their own. This will take account of all existing agencies and encourage and co-ordinate their activities. They have held a most successful annual athletic meet on the amateur basis, like the great Olympic Games. They have organized tournaments of aquatic sports, cross-country running and bicycling. They have done something to stimulate the interest in the rowing clubs, and even in the conquest of the air. They organized a free swimming school, placing a professional teacher in charge, both at the men's and women's bathing beach of one of the most popular watering places to teach all who care to learn to swim. By arrangement with one of the very few private gymnasiums, under a French instructor, free gymnasium work was made possible for about two hundred young men, and over seven hundred immediately enrolled. I



## RECREATION ACTIVITIES IN URUGUAY

may say that this work was planned more on the basis of hard work than of recreation, however.\* All these separate efforts and encouragements have been considered by the committee, but a beginning and a small part of a general plan for the complete adoption and execution of which much more time will be required. It has been felt that a permanent and thoroughly constructive work will not be done, except by beginning with the children in large numbers throughout the capital and the country, in some such comprehensive movement as that undertaken by the Playground and Recreation Association in North America.

### **Plans for a Recreation System**

The National Committee has arranged for the first children's playground in the heart of the most thickly populated section of Montevideo. Apparatus was ordered from North America and a North American trained physical director, Mr. Jess T. Hopkins, was named technical director for this and future playgrounds. At the time of my leaving the country, two months ago, the equipment had arrived and the committee expected to inaugurate the playground within a few weeks. Already a registration of some five hundred children had been taken. It is expected that this will be a model for a complete system of such centers in the city.

### **Leaders Must Be Trained**

As would be understood at once, for the direction of such a scheme, trained leaders must be provided. A system cannot be transplanted bodily from abroad and made to work in any given country, and it is but the part of wisdom that the committee should undertake the training of leaders from the young men of the country.

### **No Attention to Recreation in the University**

A lack of attention to physical education is also especially noticeable in the University, as compared with our North American institutions of higher learning. The only gymnasium connected with the institution is in the preparatory department and there is no athletic field. Physical education—to say nothing of simple recreation—seems to have been con-

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\* Another indication of the eagerness and aptitude of the Uruguayans for recreative exercise, is the fact that when the Y. M. C. A. opened a gymnasium near the end of last season, 175 men immediately entered the classes, and by the end of the eight weeks besides the regular calisthenics and drills, were playing creditably sixteen different games.

## RECREATION ACTIVITIES IN URUGUAY

sidered beneath the dignity of a great institution of learning. With the spread of the playgrounds and the establishment in connection with them of popular free gymnasiums, it is expected this need will be supplied.

### **Progress in Providing Recreation**

The leading private school in the country is just now undertaking large plans of extension and improvement. It has secured a considerable subsidy from the government and plans to bring out an experienced head master from England. They are planning a new departure in the traditions by organizing on modern lines the department of athletics and physical education under trained and experienced leadership.

The higher education of women in Uruguay may be said to be but beginning. There are, aside from public school teachers, very few women who have taken more than secondary work. Within the past few months, however, there has been organized a Women's College of the National University. It was a serious question with the promoters of this separate college as to whether physical education should be introduced. Within the past few days I have received a cable from the director I mentioned as in charge of the recreation centers, asking me to find and send out by September an associate for him, as he had completed arrangements for taking charge of that department in both this college and the private school I spoke of.

### **The Influence of the Summer Camp Helpful to the Movement**

A movement organized by the Young Men's Christian Association, with large recreative features, which promises to have a significant influence of even an international character in South America is the university student camp. They recently held the third of these gatherings in Piriapolis, Uruguay, with representatives from the Government Universities of Brazil, Argentina, Chili and Uruguay, the respective governments furnishing the expenses of travel, and supporting the movement in other important ways. The minister of foreign affairs and the minister of war of Uruguay, together with other distinguished persons, made an official visit to our camp, and were very favorably impressed by the eagerness with which the organized, sane and wholesome recreative activities were being entered into by every man in camp. The program, which was altogether voluntary on the part of the men, was organized by

## VILLAGE RECREATION IN LEBANON, OHIO

our physical director, and he succeeded in keeping every man interested and thoroughly busy in the most strenuous and most enjoyable series of games of all sorts that they had ever taken part in or seen. He was determined to carry out the wishes of the chairman of the national committee, that the young men of those countries should come to know there were other balls beside foot balls, so he saw to it that such games as volley ball, basket ball, indoor baseball, and the like, became so popular that the men were all wanting the rules in Spanish or Portuguese, so that they could teach groups of men these games when they returned to their own countries.

### **A Question of Manhood**

Mr. James Bryce in his recent book on South America says that the most interesting question to the observant traveler in that Continent is what kind of manhood will those young nations produce. Who can doubt that on the physical and moral character of the men of Uruguay this modern and progressive undertaking, on a nation-wide basis under the national committee, is to play a significant and large part?

## VILLAGE RECREATION IN LEBANON, OHIO\*

S. C. BRITTON

Director, The Civic Trust of Lebanon on the William E. Harmon Foundation,  
Lebanon, Ohio

Seventy-five dollars in prizes to the township schools for excellence in school house beautification seemed to be a good deal of money for no real good. But now that this contest is nearing an end, its virtue is seen. I believe I do not exaggerate when I say more has been done in this direction since last May than in any five years previous. Not only did the teachers and pupils get stirred but the school boards also. Arbor Day never meant so much before. One school planted fifteen hard maples, another made gardens, planted shrubs and trees. And so the story continues. All fourteen schools have done something. One school board doubled its playground, removed some ugly sheds, put on a new roof and displaced a painted wall black-board with a slate one. Others have done as much. At least

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 9, 1913



## VILLAGE RECREATION IN LEBANON, OHIO

half a dozen schools were papered and as many more got cement walks, while fences have been overhauled generally.

### **Eighty Acres Just for Play**

An eighty-acre field just to play in was an unnecessary luxury indeed. Yet proportionately this field is used more than our city parks. Many contend that there is no lack of ground for play in a town of 3,000. But most of us know better. True, there is considerable land, but that land is fenced, pastured or farmed. And the town boy becomes a street urchin as well as his city cousin. Everything centers in this park now. Baseball, tennis, track meets, picnics, boys' gardens, experiment station, swimming, boating, skating,—all center here. The children in the sand piles, the boys on the apparatus, the young men and women in the games and the older folks enjoying the beauty of nature are familiar sights.

The old time spelling bee is being revived with splendid results. Eight out of eleven townships in the county were represented in a county bee. This means that each of the townships had a preliminary match and each school in each of the eight townships had revived this very dormant function. Likewise with the debating society. It is being resurrected from a grave in which it was interred when the great exodus from country to city killed many of the honored recreations of by-gone days.

### **Sociable and Profit- able Gardening**

Of course boys' gardens are for the city boys who have little opportunity to commune with nature. What need is there for a central garden for the boys when they all have one in their back yard? But back yard gardens are not as much to any boy as a garden with the other "fellers" which he can call his own. Today there are forty-one boys managing their own gardens in the park. This is about twenty-five per cent of all eligible and I believe a better showing than in the cities. The boys are busy, they have something of their own, and are learning by studying the other gardens the most scientific methods. One thing leads to another. Some of the gardeners were boy scouts. They figured that if they would place bird houses near their gardens they would have fewer cabbage worms. Ten boxes have been built and erected in the park by the boys besides many at their homes. The scouts have been doing many other fine things since the recreation work has been inaugurated. Last summer

## VILLAGE RECREATION IN LEBANON, OHIO

they camped in the park for two weeks assisting in building the Lids Dam.

### **A Welcome and Something to Do at All Times**

A gymnasium and club house is just being completed. Here all the work of the Harmon Trust will center. Besides a complete round of gymnasium classes for the boys and possibly a few for the girls, women and men, there will be a number of social and educational privileges. Bowling, billiards, pool and other smaller games will serve to keep the youth of our village in a more healthy environment than that which usually surrounds the commercial game room with its cigarettes and loose language. Lounging and reading rooms will be provided and already the boys have asked if they may turn a part of the unfinished basement into a carpenter shop. A good stereopticon and moving picture machine will be installed with which we hope to give a wholesome entertainment and education. A Sunday afternoon meeting will be held in the winter. A number of the meetings will deal with sex hygiene, narcotics and stimulants. In the summer the meetings will take on the nature of a Sunday afternoon Chautauqua and will be held in Harmon Park.

On the sixteenth of this month we shall hold the first Warren County Interscholastic Athletic Meet and Gala Day. This idea is not original but you may be interested to know how we are working to make it a successful day. From present indications it will be the biggest thing of its kind yet held in this section. The teachers' institute asked me to give a talk on boys. I attempted to show the need of a county athletic meet with the result that the institute appointed a committee to work with me. This made the work easy and assured the success of the venture. Business men of the town have agreed to give ten prizes to the schools making the most points and have also placed their advertisements on the programs thus helping to defray the expenses. Another organization will furnish a band and the equipment is being arranged by the Civic Trust. Much of our information about how to arrange and conduct such an event was gained from *The Playground and Rural Manhood*.

### **The County Lecture Course**

I have given you a brief review of the most important points in the work carried on by the Civic Trust of Lebanon. However, there is one more feature which to me is the most interesting

## VILLAGE RECREATION IN LEBANON, OHIO

of all; probably because it was worked out entirely without outside help and because it proved so successful. I speak of our country lecture course or university extension course, as we are pleased to call it. All rural workers realize the dearth of social get-togethers in the country. To supply this need was the purpose of this course.

The problem was how to secure talent that was worth while at a figure within easy reach of a school district with a membership of only twenty or thirty families. And this is how the problem was solved and more than solved because some of the schools made enough money to assist them materially in beautification work or in the purchase of an organ. A canvas was made of the immediate vicinity for suitable talent which could be secured for expenses only. The surprise was that a rural community contained so much talent—talent moreover that was free!

One man had been to Panama. Now if he could just secure a stereopticon outfit and slides one lecture was assured. The machine was readily loaned by a local dairy, and the Cincinnati Library offered us free use of any and all slides in their large collection. The head of this dairy gave an illustrated talk on scientific dairying. The superintendent of schools volunteered an illustrated talk on the development of agriculture. A retired mining engineer was found who had something interesting and four young men and a young lady organized a team for singing and reading. The conservation of life and health was offered by a physician, and a professional lyceum lecturer said he would be glad to volunteer several numbers. The course has attracted such attention that several men in the county have volunteered for service next year if they can be used.

### Lectures and Neighborliness

Regular lyceum posters were printed and all was in readiness. The schools and churches of the county were notified that a course of six numbers would be furnished them for five dollars, provided they would furnish transportation. Ten numbers were offered from which six were to be chosen. Twelve country schools and three churches conducted a total of sixty-nine lectures. Every course paid for itself and some made money. The people were greatly pleased and a genuine social advance made in the neighborhood. In fact of even more importance than the



## VILLAGE RECREATION IN LEBANON, OHIO

lecture itself was the social time before and after. The people seemed to be thirsting for a wholesale visit with their neighbors and they had the opportunity to their heart's content. Graphophones were brought in and a preliminary program given. The children on mild nights made the air ring with their games outside until the lecture began. The whole family would come to enjoy the evening and break away from the monotony of a long winter night in the lone farmhouse. In one district every family purchased season tickets except one. The tickets were placed within the reach of all, being only fifty cents for the six numbers and the school children were admitted free. In one district several children had never before seen a stereopticon picture and in many they had never gone to school at night with their parents to enjoy a social time together.

Next year we are planning for a larger and more successful course. We have made some mistakes and intend to profit thereby. One thing we have learned is that the course should be started early in the year. At least half of the numbers should be given before Christmas because of the bad weather in our State during the following months. We discovered a great aid in the giving of pictures by acetylene gas was to purchase a presto-lite tank, thus avoiding delays, explosions and the smell of gas. A good way to promote a course is by getting the co-operation of the school officials and teachers.

### **Everybody Wishes to Co-operate**

The encouraging feature of the work in Lebanon is the co-operation of our citizens. It is almost impossible for one director to find enough time to co-operate with those who offer to assist and who have some good idea which to them is especially dear.

### **Thousand Dollar Gifts**

Let me conclude by saying that Mr. Harmon, who has endowed our work, has offered to give \$1,000 apiece to five towns in Ohio that will initiate a similar work, provided the town be of less than 7,000 population and the work attempted involve an expenditure of at least \$10,000. He recently has intimated that because of a greater demand than was anticipated he would probably increase his offer to include more towns.

## RECREATION EXPERIMENTS IN A SMALL CONSERVATIVE NEW ENGLAND TOWN

REV. RAYMOND G. CLAPP

Stafford Springs, Connecticut.

### **For Men and Boys**

Stafford Springs, a Connecticut woolen mill borough, has been making some interesting experiments with a social center for its young people. Three years ago a proposal to open a gymnasium, game, and reading room for the boys of one of the Protestant churches was enlarged to include all the population so far as its interest and support could be won. A series of public meetings resulted in the formation of a board of nine directors for a Stafford Young Men's Club, the aim of which should be to furnish wholesome recreation for the young men and boys of the town of Stafford, but more especially of the borough of Stafford Springs. The town population numbers 5223; but the three outlying villages and surrounding country are too distant for much use of this enterprise: so that it ministers practically to a population of 3000. From the beginning there have been many prominent citizens who have discouraged the undertaking as being too ambitious for a town of this size; but it has now come to be regarded as an established institution.

### **Things to Do**

A floor and a half of an old mill building two or three minutes distant from the main street was hired at an expense of eighteen dollars monthly the year round and fitted up at an expense of about \$250, including wooden partitions, stoves, stairs, additional wiring and plumbing, gymnasium apparatus. One pool table was loaned and later a second, as well as a small home-made billiard and pool table. Some of the furnishings were given or loaned. The horse for the gymnasium was of home construction, about ninety dollars being thus saved. Basket-ball, parallel and horizontal bars, trapezes, stationary and traveling rings, punching bags, jumping standards, medicine and captain ball, bells, clubs, and wands were installed. Crokinole, caroms, bagatelle, checkers, quoits, puzzles, dominoes have been used somewhat, but not as largely as the pool, gymnasium and bowling alley. The last-named was put in last year temporarily at a cost of ten dollars besides the material contributed. A linoleum bed, plain wooden return way,

and wood and burlap bumpers gave no great ornament or finish to the two alleys; but the league and individual bowling so revived the club that the directors voted fifty dollars to construct a wooden bed, but were pleased to accept a gift from a former resident of a second-hand Brunswick-Balke alley which, transported from Springfield, cut in two and pieced at an expense of sixty dollars, gave two alleys equal to regular commercial alleys in everything except their being only forty feet in length. A charge of one cent a string is made on the new alleys. Otherwise the only fees are the admission fees of five cents weekly from those from ten to fourteen or fifteen years of age and ten cents weekly for those fourteen and above (or fifteen, in case of schoolboys). The Club is open from four to six Tuesday and Thursday afternoons and from one to six Saturdays for juniors and from seven to ten o'clock each of these evenings for seniors. A smoking room for those over eighteen and reading matter for all is also provided. There have been about one hundred and forty members each year; the continuity of membership has been improving.

The Club is non-sectarian. The board of directors includes representatives of all the churches, Protestant and Roman Catholic, and the membership enrolls Protestant, Roman Catholic, and Jewish boys of eight or ten nationalities. The necessary \$550 for maintaining the Club from November first to May first comes by subscription. The first year a paid gymnasium instructor was hired for only one day weekly. The second and third years our janitor and supervisor has been also a trained athlete. Occasional banquets or entertainments are given for members and friends.

**Including the Women and Girls** Toward the close of the last season the Club rooms were opened one afternoon weekly to young women and girls. Of the evening offer no advantage was taken. The list of afternoon attendants numbered forty-five. An organization of ladies has just been formed to open the rooms one afternoon and evening weekly to young women and girls with a schedule of volunteer supervisors and leaders. This gives the prospect of a larger usefulness. The Club has accomplished a good deal toward uplifting the associations and occupations of a considerable number, beside furnishing a common meeting place for different racial



## RECREATION EXPERIMENTS IN NEW ENGLAND

and social groups to help on the amalgamation and Americanization of the large foreign population. The allowing of card-playing alienated temporarily some of the directors, but very little request for cards and no abuse of them has been made since the prohibition was removed.

The town has recently been presented with a commodious and well-appointed hospital, a small park in an outlying section and a park of one hundred and twenty acres in the center of the borough with a granite bridge and entrance, and cemetery gates and curbing. The directors of the Young Men's Club are investigating the advisability of remodeling the roomy and substantial barn of the old mansion house, standing in the property acquired for the park. The school committee hopes to remodel the house itself for a high school. These buildings are separated from the main street only by the river and railroad track and a baseball field with a slope of the hill that forms a natural amphitheatre behind the ball ground. This makes an ideal recreation center with the remainder of the park stretching in wood and pasture up over the crest of the hill. The Stafford Progressive Federation, a civic organization with representation from various fraternal orders, clubs, churches, has brought field workers of the Playground and Recreation Association of America to give public lectures and address its own membership and has appointed a committee to investigate the matter of hiring a summer playground director. A park of twelve acres between two of the smaller villages and a Community Library and Reading and Game Room in one of the parsonages of the smallest village with junior fair and garden contests further attest the interest of some of the citizens of this conservatively progressive New England town in the recreation crusade.

## WITH RURAL RECREATION LEADERS AT RICHMOND

The Recreation Congress in Richmond, Virginia, in 1913 voiced even more strongly than did the Cleveland congress the need of recreation in rural communities and the faith of the leaders in its regenerative influence. Mr. C. C. Carstens of Boston, Secretary and General Agent of the Massachusetts Society for the Prevention of Cruelty to Children, speaking on the topic "Rural Recreation as a Constructive Force," said that while he was neither country-born nor country-bred his work had taken him so frequently into rural districts where he found all sorts of family conditions that needed remedy that he had come to the conclusion that recreation had a very positive bearing upon the prosperity, the morality, the social morality, and the family life. Through co-operation, productional and distributional co-operation, will come a return of prosperity. "We need not only the greater industry which can be brought about by that social activity that play will provide, but we need to get the point of view of the other fellow. In the country now, when we get beyond the circle of 'neighbor,' the rest have to look out for themselves. We have yet to learn of the 'neighbor' living miles and hundreds of miles away from us."

### **Keeping Balance at the Test**

With shorter hours of labor will come time for something besides labor, a higher morality, and less chance of the boy or girl losing balance when free to seek the allurements of the city. "They must have a chance to work and play, right where they are, and must learn to preserve the sane balance of mingling the two, right in their own community, that the natural love of home which is inherent in all may be fostered and stimulated, and that the country may not only hold its own boys and girls but draw from the overcrowded cities men and women who will be given thereby a better opportunity for a happy and useful life."

### **Country Morality and City**

Mr. Carstens said there is many a farmer from whom it would be perfectly safe to buy a house and land without fear of trickery from whom it would not be possible for you to buy a cow and be assured that she was not tuberculous. To him this illustrated the difference between the morality of the city and that of the country.

**Sore Throats from  
an Open Window!**

Along the same line Mr. Wallace Hatch, of Providence, Secretary of the Rhode Island Anti-Tuberculosis Association, related some of his experiences in country schools where sanitation and ventilation seemed unknown. One teacher told him she couldn't air the room or give the students physical exercises when they grew restless because some always complained of sore throats after the windows were opened. Mr. Hatch thought that the play movement might bring greater joy in fresh air and sunshine and thus directly aid the cause of public health.

**What Are the Results?**

If asked why the public schools should work for public health, R. C. Stearns, Superintendent of Education of the State of Virginia, said he would reply, "My friends, when Doctors Koch and Pasteur discovered what the germ is and the horrible results that may follow carelessness in sanitation, do you ask me why schools should give attention to it?" In the same way, if asked why he introduced the corn club or the dramatic club, he felt results with and without such activities were a sufficient answer. For full life, children need not only a sound body but a free moving body.

**To Ride and Shoot  
and Tell the Truth**

"The old Virginia idea that you should train a boy to ride, to shoot, and to tell the truth was a tribute to the same racial instinct which goes back beyond the Anglo-Saxon and includes every successful nation the world has ever known."

**What the Grange  
Does for Recreation**

Not only through the school, but through the granges and farmers' unions can recreation be brought to all the people, was the idea of Judge Algernon T. Sweeney of Newark, New Jersey. The fundamental principle in grange work is the family and men and women meet on an equal footing in offices. In the State of Maine there is a member of the grange to every nine people and one grange owns an auditorium which cost over sixteen thousand dollars. In New York there are over a hundred thousand members of the grange and nearly eighty thousand in Pennsylvania. In the two or three local grange meetings each month, in the four county meetings each year, in the one State and country life meeting, in the corn clubs and public school meets are many opportunities for recreation. The grange



## RECREATION AND HIGH COST OF LIVING

is highly organized in each township and as it feels more and more its responsibility for all the township, it may become yet a greater agency for recreation.

### **The Sight of a Crowd a Recreation**

The field days conducted by Judge Sweeney's local grange have been very successful examples of social co-operation.

Another splendid play day is that held at Amenia, New York, organized by Professor J. E. Spingarn, formerly of Columbia University. Eight thousand people gathered at Amenia last year—and Professor Spingarn says just the sight of a crowd is a recreation to a secluded country dweller. The idea is to provide games and incidents—not commercial—to draw the crowd, but always to stop just short of complete organization—"to keep it a huge picnic rather than a large class in calisthenics."

### **"If That Boy Be My Boy!"**

Another type of village recreation was presented by Rev. C. S. Bullock of New London, Connecticut, who has helped to secure playgrounds and gardens for Noroton Heights, Connecticut. Mr. Bullock said that in recreation work he often thought of John Stuart Mills' remark regarding a new reformatory which had cost a million dollars, "If this institution shall save only one boy it will be worth all it cost!" Later when some one questioned him, saying, "Do you really think this institution might be justified only for one boy?" he replied, "Yes, if that boy be my boy!"

## RURAL RECREATION AND THE HIGH COST OF LIVING\*

BERT BALL

Secretary Crop Improvement Committee, Council of Grain Exchanges,  
Chicago, Illinois

I represent the national organization of the Grain Exchanges and our ultimate end is a larger yield of better grain. In our zeal to accomplish immediate results we organized a seed improvement committee and attempted to conduct a nation-wide campaign all by ourselves.

We soon found that there were literally hundreds of or-

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 10, 1913

## RECREATION AND HIGH COST OF LIVING

ganizations looking after the betterment of rural conditions, so we have made a survey of the field and have tried to become acquainted with the activities of all the other organizations. We found that we could make little or no progress by ourselves because seed selection is only one factor, and that soils, highways, home economics, farm accounting, live stock, dairying, marketing, our boys and girls, our farm women, our bankers, our merchants and commission men, in fact, every man, woman and child in the United States had a direct bearing upon the question.

**The County Unit Plan** So after attending conferences with all of these different lines of endeavor, we decided that some plan should be made which would be large enough, and yet elastic enough, to be laid as a foundation plan. There has been evolved what is known as the county unit plan, which seeks to furnish opportunity for all of the workers in all of the lines to unite on common ground without the slightest interference with the activities of any organization.

We have been carefully making a survey of each county and have supplied the initiative for each locality to work out its own salvation through a county-wide organization which partakes largely of the nature of a commercial club but also takes cognizance of all productive, marketing and other rural life problems.

These county organizations have adopted various names but the plan through them all is essentially the same. Some have called themselves county farm bureaus, some development associations, and in many instances the already organized and active commercial club has added these subjects to its functions.

### **Getting Better Grain through Play**

This is, we think, as it should be. Now, while it seems that there is little relation between a larger yield of better grain and play, yet nobody knows better than your organization that if recreation is left out of the equation, no plan, however good, may reach its highest success. Froebel struck the keynote when he introduced his system of education. Music is only systematized noise and successful work is only systematized play. Every activity in the world is but a game and the most successful are those who do not take themselves too seriously.

## RECREATION AND HIGH COST OF LIVING

Successful business is never drudgery. It may be hard work but so is a Marathon race or any other sport. The spirit of play must permeate everything we do. Even in grim-visaged war every general knows how impossible it is for the troops to march without the inspiration of music. We therefore ask the assistance of your organization to help us add the artistic touch of singing birds, fragrant flowers, and more than all, a community social spirit, to mix through our cake, like a flavoring extract. We cannot do without you and in return we are just as ready to say you cannot do without us.

How to finance what people of the old school would call frivolity is your hardest problem. Therefore when we say that there is a million dollars a year lying under the feet of each community which nobody collects, you can see the immense possibilities of helping us organize our work on a recreative basis, so that we can afford to pay something toward the joy of living.

### **A Half Million Dollars for Playing the Game**

In an average corn county there are one hundred thousand acres of corn land. By beginning the game of the germination of seeds with our children, we can add at least an average of ten bushels per acre as a direct result of their play. The game is competitive, without which no game is interesting. We believe in making all of these games interesting and at the same time making them pay their own way. We do not think much of any game which does not finance itself. There is just as much fun in beating each other testing seeds as there is in beating each other in bridge whist, and when you consider that an increase of ten bushels per year on one hundred thousand acres is a million more bushels of corn which nobody ever grew before, you begin to realize that there is half a million dollars locked up in this one item which can be secured by merely playing a game. The details of this interesting game can be seen in illustrations taken in counties where organizations have already been formed in all parts of the United States.

It seems a business-like proceeding that wherever you may have a local organization of your association that it should federate with the other organizations in that county and thus form one of the component parts of a county farm bureau, for we can never succeed without correlation.



# SURVEY OF CHILDREN'S GARDENS IN BOSTON.

THOMAS CURLEY

Massachusetts Civic League, Boston, Massachusetts

This outline of the various organized movements for children's gardens in Boston was made by request of the Playground and Recreation Association of America. The surveyor took up the work with all the interest that one has in starting to hunt for a lost gem, and ended it with the joy that one feels who unexpectedly finds the cause, and therefore the probable cure, for the invalid condition of an educational movement of twenty years' standing—a condition aggravated somewhat by physical difficulties, but mostly due to civic and community neglect.

## **The Cultivated Vacant Lot**

Children's gardens in urban communities have three quite well-defined forms. One of these is the cultivated vacant lot in which are a number of separate plots, each assigned to an individual child, all directed by an experienced gardener, and also (if the garden is to be rightly successful) by a good organizer of children. A good example of successful vacant-lot-gardening extending over a period of several years is to be found in Cleveland under the direction of Miss Louise Klein Miller.

## **The School Garden**

A second form, that of the school garden, is quite common in Massachusetts and is well illustrated at the Hyannis Normal School and at the Corbett School in Lynn. The school garden is located in a school yard or in some area controlled by the school authorities. It is usually divided into plots, of which one is given to each child, and is directed by a teacher or other school official experienced in gardening. The child's experience in successful school gardens is correlated with the school work. That is quite an easy thing to do, but is not often done for reasons not creditable to school administrations.

## **The Home Garden**

The third form is called home gardens. These are located either in back or front yards, in window boxes, in boxes on the roof or sometimes in boxes on the backyard fence. When successfully organized, the home garden has an experienced gardener as director and instructor

## *SURVEY OF CHILDREN'S GARDENS IN BOSTON*

of the children as well as a group of adults from the community or neighborhood who act as visitors.

Cincinnati has a system of home gardens carried on under the inspection of the school teachers which seems to be a happy combination.

The visible success of any of these methods depends on the leadership of the director-instructor. The depth of the influence exerted on the child and the community will be briefly discussed at the end of this article.

### **The First School Garden in 1891**

The first school garden in America was started in Boston in 1891 at the George Putnam School by its master, H. L. Clapp.

This was not divided into separate plots but was a co-operative enterprise. A part of the value was in gaining knowledge of native plants. The garden was planted for many years with wild flowers and ferns, and after 1899 it included a section for native flowering plants and a kitchen garden. This last was divided after the usual manner of school gardens into small plots cared for by individual children. The Massachusetts Horticultural Society by giving prizes for the best exhibits helped to encourage the experiment. The work was correlated by the master (wise pedagogue) with the class work of the school. A composite of home and vacant lot gardens, the first of either sort in Boston, was a garden for the cultivation of the common vegetables and flowers, started by Mrs. William F. Eastwood in the yard of the Ruggles Street Neighborhood House in 1893. In 1898 Mrs. Eastwood organized, in addition, a movement for home gardens in the neighborhood, in which the element of personal inspection was introduced, supplemented by the giving of prizes and certificates. This work is still actively and successfully carried on.

### **The Movement Grows**

In 1900 the Massachusetts Civic League, in co-operation with the teachers in two of the neighboring grammar schools, started gardens on the Columbus Avenue Playground; and in 1904 there were 235 separate gardens, while in 1905 and 1906 home window boxes were also encouraged by the playground workers. The playground employed a regular garden teacher for this work, and some of the children worked in the gardens under the guidance of their teachers during school hours and as a part of their nature study.

## *SURVEY OF CHILDREN'S GARDENS IN BOSTON*

The Boston Normal School has had gardens off and on, and for a time these were successful. Other experiments have been carried on by the South End Industrial School, by the Boston School Garden Committee, by the Civic Service House—which, being located in the Italian district, went in especially for roof gardens much favored by our Italian citizens—and by other organizations.

The most persistent and successful work has been done by the Boston Social Union, a union of the various settlement houses, which has been successful both with vacant lot gardens—a particularly good one is now being carried on at Sterling Street, Roxbury—and with home gardening. The Elizabeth Peabody House has done especially good work in both directions.

This cursory and brief review of children's garden activities in Boston since Mr. Clapp's first one in 1891 contains suggestions and invites some deductions that might be of use in the future.

### **What Does the History of Children's Gardens Suggest for the Future?**

First, it does not appear that the school gardens have produced a durable, wide and direct effect, on the community, the school or the home; it is direct and everlasting on the child; such also seems to be the experience in many, probably all, of the places where school gardens have been maintained without a permanent and special teacher as director of gardening in the school and even then with difficulty, for one thing, because of the inevitable summer vacation.

With the school director there may be direct action on the school if the garden experience is correlated with the academic work. The failure of children's gardens, after fifteen or twenty years of nursing to get rooted in the Boston school system is probably due partly to the method of organization and somewhat to a pedagogical soil saturated with the old educational ideals; new ideas of education founded on learning by doing, do not easily root in any of us formally educated people.

Vacant lot gardens are very like school gardens in respect to their organization but seem to have a more direct action on the home and neighborhood than the former. They appeal to the boy and girl with instincts of curiosity, construction and acquisition pressing for gratification. Each child must have



## SURVEY OF CHILDREN'S GARDENS IN BOSTON

his own lot and the director does well to appeal to competitive instinct by putting the lots into competition, for freedom from weeds, quality and amount of product. An ugly, sculsh-covered lot is an open and permanent corrupter of the morals of the neighborhood and the children; a lot covered with beds growing vegetables and flowers is not surpassed as a force for the elevation of the primitive morals of youth and the development of their æsthetic sense, by any art from human hands; and the influence of a lot filled with children and flowers, on the neighborhood can be understood, once seen; a boy will often stop to take a look in at the growing mystery; and that God-made beauty will enter him because it is of his world.

### **The Vacant Lot Garden Appeals More than the School Garden**

In view of the success of vacant lot gardens in many other cities and even here, it is not easily understood why they have not been more numerous in Boston. Their influence on the home and neighborhood when rightly organized is direct and effective; much more so than the school garden; because it may be anything connected with the school still seems to the average mortal, formal, distant, and impracticable, not made to be used; the vacant lot is nearer the home environment in character and location; if such forbidding conditions as often exist on it can be so easily transformed into attractive spots by children from the streets, many seem to say, "We adults ought easily to do as well;" the vacant lot suggests more hope and less fear than a school garden; school gardens become so neglected during summer vacations even when they have leadership that they are not inspiring; somehow school yard gardens do not command as much interest in the child as vacant lots.

### **Permanent Work**

The Home Garden in Boston is today the only children's garden movement in existence in Boston that was started more than three years ago, thanks to the good organization by and devotion of the Boston Social Union and its members. It seems to be permanent in the neighborhood of the Ruggles Street Neighborhood Home, the South End Industrial School, the Civic Service Houses and the Elizabeth Peabody. The Union's organization of the work is based on the successful experience of many other communities, namely:—a system of inspection of the home efforts; this inspection consists in visiting the home three or four times

## *SURVEY OF CHILDREN'S GARDENS IN BOSTON*

during the season; first advising as to location, soil and watering and planting seed; in subsequent visits advising as to cause of prospective failure of the plants to grow; thereby the household is gradually educated to grow flowers and vegetables properly; the effect on the child is stronger because his sometimes flagging interest is reinforced by the awakened interest of the family group, and his garden is more his own, if a part of the home environment and a contribution to its attractiveness—in short, the co-operative spirit is there. By offering prizes or certificates for especial merit of some of the many features of a home garden the gardens are put into competition by appeal to that old reliable competitive instinct, welding the youthful gardeners into a homogeneous group.

### **The Garden Reaches the Home and Neighbors**

A study of children's home gardens in any town or city reveals the fact that in addition to the direct influence of gardening on the child, the home garden directly influences the home because it is a part of it and reaches the family group; it reacts on the community because if in a yard it is a part of the environment and appeals to the neighbors as a simple home-made object of beauty. If organized, as it has been for many years in Cleveland and Waltham, for example, it can be co-ordinated with the public school and perform the function that all wise educators hope to see it performing in all the schools of the land.

The all-round educative value of gardening is recognized by all modern educators, therefore I will not elaborate the idea. As a basis for elevated recreation, whose importance is rapidly focussing the attention of the thoughtful, gardening affords one of the best means of developing the æsthetic sense—indeed, it is about the only means of making Nature's varieties of color and form accessible to the city child.

I am indebted to the assistant secretary of the Boston Social Union for much of the information herein of garden activities in Boston since 1905.

# SURVEY OF CHILDREN'S GARDENS IN BOSTON

CITIES WHICH IN NOVEMBER, 1912, REPORTED GARDENING AMONG  
THEIR ACTIVITIES.

CALIFORNIA	MASSACHUSETTS	Columbus
Kentfield	Boston	Dayton
Los Angeles	Lawrence	E. Liverpool
Marysville	Leominster	Hamilton
Oakland	Newton	Springfield
Pasadena	Northampton	Tiffin
Sacramento	Waltham	Youngstown
San Francisco	Worcester	
Santa Barbara		PENNSYLVANIA
	MICHIGAN	Corry
COLORADO	Battle Creek	Lancaster
Ft. Collins		New Kensington
	MINNESOTA	Philadelphia
CONNECTICUT	Hibbing	Pittsburgh
Hartford	Little Falls	Pittsburgh, N. S.
Meriden	St. Paul	Reading
New Britain		Scranton
Torington	MISSOURI	Steelton
Waterbury	Kirksville	Wilkes-Barre
	NEW JERSEY	Williamsport
DISTRICT OF COLUM-	Bayonne	York
BIA	East Orange	TEXAS
Washington	Jersey City	Beaumont
	Montclair	Texarkana
GEORGIA	Newark	Wichita Falls
Atlanta	Summit	
	Trenton	VERMONT
ILLINOIS	NEW YORK	St. Albans
Chicago	Buffalo	
Granite City	Fredonia	VIRGINIA
	Lackawanna	Fredericksburg
INDIANA	Mt. Vernon	Lynchburg
Terre Haute	New York City	
	Sag Harbor	WASHINGTON
IOWA	Schenectady	Toppenish
Cedar Falls	Watertown	
	NORTH DAKOTA	WISCONSIN
KENTUCKY	Fessenden	Madison
Covington		Superior
	OHIO	CANADA—NOVA
LOUISIANA	Cleveland	SCOTIA
New Orleans		Amherst



## A SUGGESTION FOR CONSTRUCTIVE WORK IN PLAYGROUNDS

JOHN B. STEINERT

Teacher of Shop-work, Stuyvesant High School, New York City

Suggestion may be a delightful way to introduce forms of constructive play. This constructive play, not by schedule, may be made into a number of games. A work-bench supplied with tools and wood set up somewhere in the playground, with a skilled mechanic at work at the bench will attract much attention—especially if his work consists of making models of toy boats, wagons or sleds. It will not be long before crude imitations of models will appear on the playgrounds. Suppose the mechanic were to make a few simple telegraph keys and sounders—any boy can make them—that playground would soon have a new game—sending messages by real electricity. Of course it would not last, but why should it last after the idea has been developed? Other things will be more profitable.

Once started in this kind of pastime, the boys would make their own suggestions as to what form it should take next.

Girls are more resourceful than boys when it comes to play-time. By nature they copy their mothers in make-believe housekeeping, sewing and cooking. A leader can give this play direction by suggesting how it may be worked into a play illustrating some event in history.

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### **A Young Woman's Christian Association Pageant**

An exquisitely beautiful pageant, "The Ministering of the Gift," was presented by the Young Women's Christian Associations of the United States assembled in the Fourth Biennial Convention at Richmond, Virginia. The various episodes were prepared by various Associations in their own cities.

"As every man hath received the gift, even so minister the same one to another" provides the theme for visualizing the Association and its potentialities through its work in the colleges, in the open country, in the city, and in other lands, with the epilogue consisting of the Charge delivered by the Association Spirit and the Hymn of Lights—

## A SONG FESTIVAL

"To Thee we own allegiance,  
May our devotion sweep from sea to sea;  
Even as we the gift from Thee receiving  
Joyfully minister that gift for Thee."

The Book of the Pageant may be secured from the National Board of the Young Women's Christian Associations, 600 Lexington Avenue, New York City. The Pageant was repeated in New York during the month of November.

### A Song Festival

The spring song festival held by the Pittsburgh Playground Association represented the higher standards of taste in music developed through a number of years of work with older boys and girls. Among the songs were *Carnival*, Molloy; *All Through the Night*, from the Welsh; *Day is Dying*, Raeckel. The prize was won by an Italian Choral singing *Santa Lucia*.

### School Children Helping Support Play Centers

The Constitution of the Indianapolis Playground Association provides for the membership of school children above the sixth grade in groups. Each group elects ten representatives to the Association from its members. Each group member is assessed ten cents, not collected where its payment would work a hardship, seven of which are sent to the city organization. The Playground and Recreation Association of America would be glad to learn whether other cities have tried such a plan and what its success has been.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.  
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(Signed) H. S. BRAUCHER, Editor

(Seal)

Sworn to and subscribed before  
me this fifteenth day of September, 1913

EDGAR T. KINGSLEY,

Notary Public, New York County, No. 153

New York Register, No. 4165

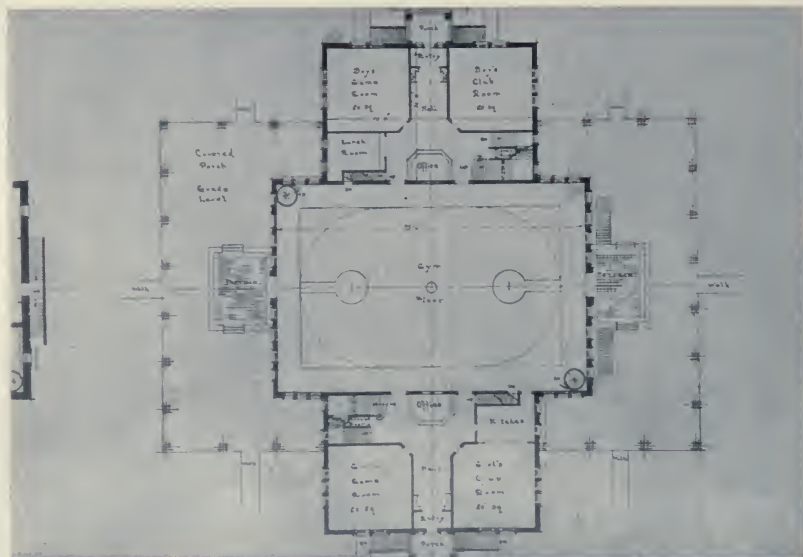
Term expires March 30, 1914



*Columbus, Ohio.*

#### PROPOSED RECREATION BUILDING

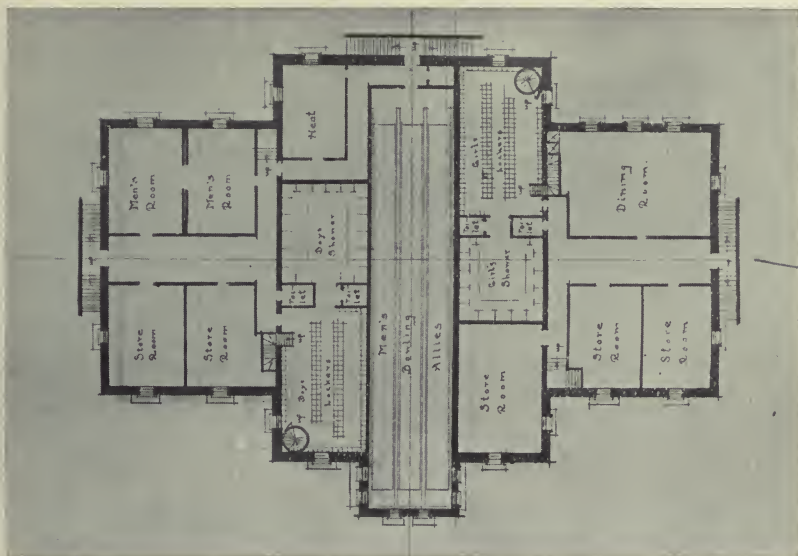
Criticisms or suggestions upon these plans will be welcomed by the Playground and Recreation Association of America. This building is to be used as a park shelter house and picnic house also.



*Columbus, Ohio.*

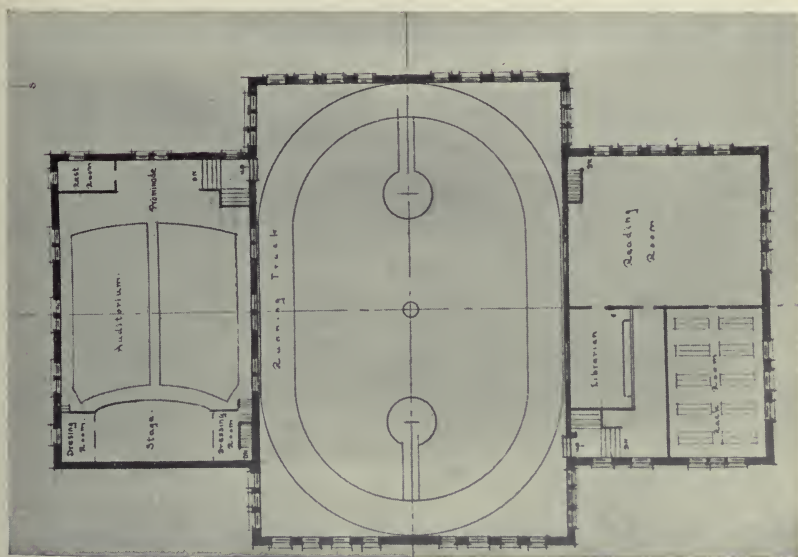
#### FIRST FLOOR





Columbus, Ohio.

# BASEMENT



Columbus, Ohio.

# SECOND FLOOR

WOODWORK AS A FORM OF PLAY



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MODEL MADE FOR THE HUDSON-FULTON CELEBRATION



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MODEL MADE FOR THE HUDSON-FULTON CELEBRATION

AN OLD MILL TRANSFORMED INTO A COMMUNITY CENTER



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*Stafford, Connecticut.*





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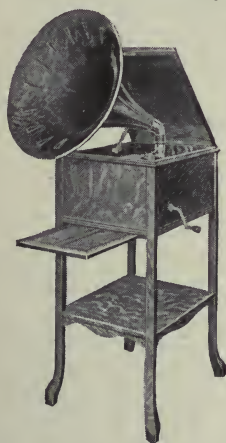
That is why the Victor is being rapidly adopted by high schools, universities, colleges, conservatories, and other institutions everywhere.

And because of its all-around usefulness in every branch of school work as well as in music study, the Victor is today in actual use in the schools of more than 900 of the leading cities throughout the country.

How long will it be before there is a Victor in *your* school? Why wait another day when any Victor dealer will gladly send the special school Victor to your school for a thorough trial?

Write to us for booklets and full information, and we'll arrange for a demonstration right in your own school.

**Educational Department  
Victor Talking  
Machine Co., Camden, N. J.**



**Victor XXV  
\$60 special quotation  
to schools only**

The horn can be removed and the instrument securely locked to protect it from dust and promiscuous use by irresponsible people.





*San Francisco Playground Commission, San Francisco, Cal.*

#### HANDBALL COURTS

The handball courts are constructed of pine T & G, with an asphalt surface and wire netting over the roof. The courts are eighteen feet high, twenty feet wide and thirty feet deep. The asphalt extends forty feet from the back wall and the wire netting extends about eighteen feet on the top and then slants off. The courts cost \$1,229.



## THE YEAR BOOK

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### PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

The roll of the cities carrying on recreation work has been called for the year ending November 1, 1913. Over 1,050 communities have replied to the inquiry as to whether or not supervised recreation is being conducted. The facts published in this Year Book have been gathered by correspondence with cities of 5,000 or more inhabitants throughout the United States and Canada, and with communities of less than 5,000 inhabitants which have come to the attention of the Association as conducting supervised recreation. Cities have been listed in the statistical table only when the report indicated that play leaders were employed. Much valuable work has been done during the past year by volunteer workers, but these workers have not been included in the table, except in a few instances where they were noted as assisting paid leaders.

The Playground and Recreation Association of America is indebted to many individuals in all parts of the country for the information in the Year Book. These busy workers have gladly given of their time and interest that these facts may be of help to you.

### PLAYGROUND FACTS

Reports have been received from 342 cities maintaining regularly supervised playgrounds and recreation centers. These cities during the year ending November 1, 1913, maintained 2,402 playgrounds and recreation centers.

### MANAGEMENT

In 31 cities playgrounds and recreation centers were maintained by playground or recreation commissions; in 5 by playground or recreation departments. In 10 cities playground commissions or departments combined with boards of education, park boards or other agencies to carry on the work.

In 34 communities boards of education conducted recreation work; in 9, boards of education and park boards, and in 13, boards of education in conjunction with other agencies.

In 31 cities recreation work was conducted by park depart-

## YEAR BOOK

ments; in 10, by park departments in combination with other organizations; in 9, by departments of city government, and in 5, by city departments in conjunction with other agencies.

In 49 communities recreation work was conducted by playground and recreation associations; in 5, by playground associations and park boards; in 5, by playground associations and boards of education, and in 9, by playground associations in combination with other city departments or with private agencies.

In 16 communities recreation committees—both municipal and private—conducted the work; in 15, civic improvement leagues or associations; in 27, women's clubs and organizations; in 7, municipal improvement associations; in 10, Young Men's and Young Women's Christian Associations; in 3, social center associations; in 3, individuals; in 5, industrial plants, and in 30, other agencies or several agencies combined.

### ORGANIZATION

The returns for the past year show the following forms of organization:

Municipal—Playground or recreation commissions or departments .....	48	cities
Private—Playground or recreation associations or leagues.	121	“
Both .....	12	“

### SOURCES OF SUPPORT

In 111 cities the centers were supported by municipal funds; in 110 by private funds and in 115 by both municipal and private funds. In 6 cities the sources of support were not given.

A total expenditure of \$5,700,223.81 was reported.

### EMPLOYED WORKERS

In the 342 cities carrying on supervised recreation 6,318 workers were employed. Of these 2,462 were men and 3,856 were women. Eighty-three cities reported 774 year-round workers. These figures indicate an increase over last year of 18.5 percent in the number of recreation workers. In addition to these workers 1,933 caretakers were employed.

It was reported that 59 cities maintained classes for the training of recreation workers. Thirty-five of that number reported 2,638

## YEAR BOOK

student workers. In addition 7 cities reported that training classes were in process of organization and 10 cities reported weekly conferences not strictly training classes.

Eighteen communities reported that their recreation positions were filled by civil service examinations.

### PLAYGROUNDS ESTABLISHED IN 1913

Seventy cities stated that supervised playgrounds were opened for the first time during the year ending November 1, 1913.

### BOND ISSUES

In 20 cities bond issues for recreation purposes were authorized during the year to the amount of \$2,358,000.

### DONATED PLAYGROUNDS

In 45 cities land and buildings have been donated for playground and recreation purposes. The combined value of this property in 26 cities is \$196,400.64.

### LENGTH OF PLAYGROUND TERM

68 cities reported 337 centers open all the year.

250	"	"	1,483	"	"	only July and August.
4	"	"	75	"	"	10 months.
2	"	"	4	"	"	9 "
4	"	"	76	"	"	8 "
9	"	"	63	"	"	7 "
10	"	"	89	"	"	6 "
13	"	"	52	"	"	5 "
2	"	"	11	"	"	4½ "
9	"	"	25	"	"	4 "
2	"	"	10	"	"	3½ "
27	"	"	72	"	"	3 "
10	"	"	76	"	"	2½ "

Thirty-three cities reported 33 centers open for periods of from 1 month to 7 weeks.

In 180 cities centers were open on holidays, and in 80 on Sundays.



## YEAR BOOK

### ATTENDANCE

Of the 342 cities, 313 reported a total average daily attendance of 454,438 during July and August.

### SEPARATE SPACES FOR BOYS AND GIRLS

One hundred and one cities, in 93 of which 423 centers were reported, stated that they had separate spaces for boys and girls.

### SUPERVISED EVENING CENTERS

One hundred and fifty-two cities reported 629 centers open evenings. The total average attendance for 101 cities which made a report was 62,224.

### EVENING RECREATION CENTERS

Seventy-nine cities reported that their schoolhouses were used as recreation centers. Seventy-four of these reported 368 such centers. In addition 3 cities reported 65 schools used for lectures.

Fifty-five cities which do not appear in the table reported evening recreation center work in the schools. Of this number 51 reported 96 such centers.

### STREETS FOR PLAY

In 15 cities streets were set aside for play. Ninety-six cities stated that coasting in the streets was permitted.

### ORGANIZED PUBLIC ATHLETICS

In many cities organized efforts to promote public athletics have been made through Young Men's Christian Associations, grammar and high school athletic leagues and public schools athletic leagues, interscholastic meets and other forms of school athletics.

### SPECIAL PLAY ACTIVITIES

Special play activities in connection with their recreation work were reported by cities as follows:

Boy Scouts .... 77	Industrial Work. 138	Singing ..... 96
Camp Fire Girls 63	Instrumental	Skating ..... 55
Debating ..... 30	Music ..... 51	Social Dancing.. 65
Dramatics ..... 61	Lectures ..... 67	Storytelling ... 196
Evening Enter-	Libraries ..... 71	Summer Camps. 65
tainments ... 84	Moving Pictures 48	Swimming .... 138
Folk Dancing... 178	Pageants ..... 52	Tramping ..... 115
Gardening .... 79	Self-Government 55	Wading ..... 91

## YEAR BOOK

### UNSUPERVISED CENTERS AND CENTERS UNDER VOLUNTEER SUPERVISION

Nineteen cities reported centers supervised by members of clubs or by individuals who donated their services. Fifty-four cities reported playground and recreation centers under no supervision other than that of caretakers. In these centers and in the 149 school playgrounds reported on—many of which were under the supervision of regular school teachers at recess periods and frequently before and after school hours—many special activities were carried on.

The past year has marked an interesting growth in the establishment of playgrounds by industrial plants which have either maintained playgrounds or community centers for the entire community at their own expense or joined with other agencies in carrying on recreation work. Besides those noted in the table, playgrounds in 8 additional communities have been conducted by industrial organizations. These have been either unsupervised or under volunteer supervision.

### POSSIBILITY OF WORK LATER

Very interesting reports have come from communities just starting recreation work, whose developments are not far enough advanced to be included in the table of supervised centers. Indications point to a rapid extension of supervised recreation in the coming year. In 6 cities work has been started, but has been of so short duration that no definite report could be given. Three cities reported that supervisors of play in the public schools have recently been appointed. In 13 cities playground associations have been organized, in one a playground commission, and work in these communities has been started to secure fully equipped and supervised centers. In 8 cities committees have been appointed to make plans for the work. In 26 cities which have never before carried on recreation work, land has been secured for playgrounds either by purchase or through gifts. Eight cities reported that money has been raised and plans made for starting the work at an early date. Bond issues to the amount of \$50,000 have been secured in 2 communities. In 3 others municipal appropriations and bond issues have been requested.

## YEAR BOOK

### SUMMARY

Playgrounds and Recreation Centers	Number of Cities
Under paid supervision.....	342
Under volunteer supervision.....	22
Under no supervision.....	59
School playgrounds .....	149
Preliminary steps completed.....	6
Work started	
Recreation secretaries appointed.....	3
Playground associations and commissions or- ganized .....	14
Committees appointed .....	8
Land secured .....	26
Money raised .....	8
Bond issues secured .....	2
Municipal appropriations and bond issues re- quested .....	3
	— 64
	— 642

Thirty-one cities reported that steps were being taken to arouse interest and that the movement was being agitated.

### HONOR ROLL

CITIES WHICH HAVE REPORTED RECREATION WORK CARRIED ON  
THROUGHOUT THE YEAR WITH AT LEAST ONE WORKER  
EMPLOYED THROUGHOUT THE YEAR

Alameda, Cal.	Canton, Ohio
Baltimore, Md.	Champaign and Urbana, Ill.
Belmont, Mass.	Charleston, S. C.
Bennington, Vt.	Chattanooga, Tenn.
Berkeley, Cal.	Chicago, Ill.
Birmingham, Ala.	Cleveland, Ohio
Boston, Mass.	Dallas, Tex.
Brookline, Mass.	Dayton, Ohio
Buffalo, N. Y.	Denver, Colo.
Canton, Mass.	East Orange, N. J.



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Evanston, Ill.  
Fort Smith, Ark.  
Glens Falls, N. Y.  
Grand Rapids, Mich.  
Greenwich, Conn.  
Henry Clay, Del.  
Hoboken, N. J.  
Jacksonville, Fla.  
Jersey City, N. J.  
Kentfield, Cal.  
Lebanon, Ohio.  
Los Angeles, Cal.  
Macon, Ga.  
Marysville, Cal.  
Milton, Mass.  
Mineville, N. Y.  
Montreal, Can.  
Natick, Mass.  
Newark, N. J.  
Newton, Mass.  
New Orleans, La.  
New York, N. Y.  
Norwood, Mass.  
Oakland, Cal.

Orange, N. J.  
Pasadena, Cal.  
Philadelphia, Pa.  
Philmont, N. Y.  
Pittsburgh, Pa.  
Plainfield, N. J.  
Pontiac, Ill.  
Princeton, N. J.  
Richmond, Va.  
Rochester, N. Y.  
Sacramento, Cal.  
Sag Harbor, L. I.  
St. Louis, Mo.  
San Diego, Cal.  
San Francisco, Cal.  
Schenectady, N. Y.  
Scotch Plains, N. J.  
Seattle, Wash.  
Springfield, Mass.  
Toronto, Can.  
Washington, D. C.  
Waterbury, Conn.  
Westbrook, Me.

In addition the following cities reported workers employed the year round, but did not report on centers open the year round:

Camden, N. J.  
Columbus, Ohio  
Detroit, Mich.  
Everett, Wash.  
Fresno, Cal.  
Kansas City, Mo.  
Lynchburg, Va.  
Milwaukee, Wis.

Morristown, N. J.  
St. Paul, Minn.  
Sioux City, Iowa  
Spokane, Wash.  
West Orange, N. J.  
Winnipeg, Canada  
Worcester, Mass.  
Youngstown, Ohio

# OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS

STATE AND CITY	NAME	PRESIDENT	SECRETARY
ALABAMA			
Birmingham	Playground Association	James Weatherby	E. A. Williams
ARKANSAS			
Fort Smith	Park and Playground Association	E. A. Strong	W. D. Lum
Texarkana	Playground Association	F. W. Offenhauser	George W. Reid
CALIFORNIA			
Alameda	Recreation Commission	A. L. Morgenstern	Mrs. Eileen Allen
Berkeley	Playground Commission	T. W. Wallace	Mrs. W. H. Marston
Fresno	Playground Commission	Ben Epstein	Ruby E. Gracier
Los Angeles	Playground Commission	Joseph D. Radford	Charles S. Lamb
Marysville	Playground Committee	Rev. M. Coleman	C. F. Aaron
Oakland	Board of Playground Directors	Ethel Moore	George E. Dickie
Sacramento	Playground Commission	Edward J. Carragher	John S. Blair
San Diego	Board of Playground Commissioners	Daniel Cleveland	Mrs. Sara H. Choppe
San Francisco	Playground Association	H. B. Bard	Elizabeth Rogers
	Playground Commission	Rev. D. O. Crowley	Frank A. Lawler
San Jose	Recreation League of San Francisco	Jesse W. Lilienthal	James E. Rogers
	Playground Association	Mrs. A. A. Fowler	Cecilia O'Neill
Stockton	Playground Association	Rev. W. T. Renison	Ethelind M. Bonney
COLORADO			
Colorado Springs	Playground Committee	J. L. Bennett	Anna L. Johnson
Denver	Playground Association	T. S. Tittsworth	
CONNECTICUT			
Ansonia	Playground Association	George C. Bryant	J. Vance Ethel Havens
Derby	Playground Association	T. S. Allis	
New Britain	Public Amusement Commission	J. Herbert Wilson	
Meriden	Playground Association	I. I. Gardner	

New London .....	Playground Association .....	Rev. James W. Bixler .....	Cora A. Marsh .....
Norwich .....	Playground Association .....	John B. Stanton .....	Arthur L. Peale .....
Stamford .....	Board of Directors of Public Playgrounds .....	Walter G. Austin .....	Edmund Ryan .....
Torrington .....	Playground Association .....	Marjorie S. Turner .....	James Doughty .....
DELAWARE			
Wilmington .....	Playground Association .....	Cornelia Bowman .....	Marcia Crawford .....
DISTRICT OF COLUMBIA			
Washington .....	Department of Playgrounds .....	.....	Edgar S. Martin, Sup'r .....
FLORIDA			
Jacksonville .....	Playground Association .....	Arthur C. Moses .....	Edgar S. Martin .....
Pensacola .....	City Playground Commission .....	F. P. Conroy .....	Mrs. T. P. Denham .....
	Playground Committee .....	Henry Hyer .....	J. E. Davis Yonge .....
GEORGIA			
Macon .....	Playground Association .....	C. H. Bruce .....	Florence Bernd .....
ILLINOIS			
Champaign and Urbana ..	Twin Cities Recreation and Playground Association .....	J. R. Trevett .....	A. J. Todd .....
Chicago .....	Playground Association .....	Harold F. McCormick .....	E. B. DeGroot .....
Evanston .....	Small Park and Playground Association .....	Mrs. Robert B. Ennis .....	Gerald Butler .....
Galesburg .....	Playground Association .....	Charles E. Johnson .....	Mrs. J. C. Toler .....
Jacksonville .....	Playground Association .....	Frank J. Heine .....	Mrs. Charles E. Cole .....
Pontiac .....	Playground Association .....	Mrs. O. P. Bourland .....	Mrs. Grant Armstrong .....
INDIANA			
Columbus .....	Playground Association .....	Vida Newsom .....	T. F. Fitzgibbon .....
Evansville .....	Playground Commission .....	M. S. Sonntag .....	J. U. Schneider .....
Fort Wayne .....	Playground Association .....	L. Park Drayer .....	.....
Goshen .....	Playground and Recreation Association .....	Edgar N. Mendenhall .....	Milt. Wysong .....
Marion .....	Playground Association .....	Alice Goldthait .....	Edna Johnson .....
IOWA			
Humboldt .....	Playground Association .....	Col. Halgrims .....	Mrs. Laura C. White .....
Iowa City .....	Playgrounds Association .....	Mrs. Max Mayer .....	Miss McRaith .....



OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Keokuk .....	Playground Committee .....	James W. Huiskamp .....	P. C. Hayden
Ottumwa .....	Playground and Recreation Association .....	William McNett .....	Mrs. D. E. Graham
KANSAS			
Junction City .....	Park and Playground Association .....	Y. Y. Young .....	J. W. Shideler
Lawrence .....	Playground Association .....	James Naismith .....	Mrs. J. G. Barker
Manhattan .....	Playground Association .....	D. H. Fisher .....	R. P. Evans
Topeka .....	Playground Association .....	Mrs. W. F. Watson .....	Lulu McKee
Wichita .....	Playground Association .....	L. A. Heckard .....	W. H. Leash
LOUISIANA			
New Orleans .....	Board of Commissioners of Public Play- grounds .....	Mrs. A. J. Stallings .....	Mrs. R. Douglas
Shreveport .....	Playground Association .....	Mrs. A. B. Avery .....	
MAINE			
Bangor .....	Playground Committee .....	Dr. W. C. Peters .....	
MARYLAND			
Baltimore .....	Public Athletic League .....	Robert Garrett .....	William Burdick, M.D.
	Children's Playground Association .....	Mrs. C. E. Ellicott .....	Mary Claire O'Brien
MASSACHUSETTS			
Boston .....	Park and Recreation Department .....	D. Henry Sullivan .....	A. A. Cushing, M.D.
Brookline .....	Playground Commission .....	Harry W. Cumner .....	O. Richardson
Canton .....	Playground Association .....	S. Cabot .....	Mrs. N. P. A. Carter
Chicopee .....	Playground Commission .....	James E. Hafey .....	John F. Casey
Everett .....	Playground Commission .....	Charles B. Ladd .....	I. F. Blodgett
Framingham .....	Committee on Playgrounds .....	E. F. Tandy .....	Mary Hussey
Holyoke .....	Playground Commission .....	F. B. Towne .....	B. M. Sheridan
Lawrence .....	Playground Commission .....	T. D. Howe .....	J. F. McLaughlin
Leominster .....	Playground Association .....	Joseph Goodhue .....	Frank Morse
Methuen .....	Playground Commission .....	Thomas Hubbard .....	Charles E. Johnson, Jr.
Newton .....	Playground Commission .....	William C. Brewer .....	M. W. Thomas
North Adams .....	Playground Association .....	Harry L. Cary .....	W. H. Whitney
Northampton .....	Playground Association .....	H. O. Hemenway .....	

Pepperell .....	Playground Commission .....	Robert W. Drawbridge.	Dudley R. Child
Pittsfield .....	Park and Playground Association.....	Joseph W. Lewis.....	Joseph E. Peirson
Quincy .....	Playground Committee of One Hundred.....	Decevaire King .....	Louis L. F. La Rose
Reading .....	Playground Commission .....	Harry P. Bosson.....	Charles E. Reck
Somerville .....	Playground Association .....	Hon. Albion Perry.....	Mrs. Mary G. Whiting
Southbridge .....	Playground Committee .....	C. A. Tetrault ,M.D.....	F. A. Wald
Westfield .....	Milton B. Whitney Playground Association .....	W. R. Buschman.....	D. M. Cole
West Springfield .....	Playground Commission .....	Robert D. White .....	Frank P. Sargent
Worcester .....	Playground Commission .....	George F. Booth.....	Earle Brown
.....	Playground Association .....	George F. Booth.....	John F. McGrath
MICHIGAN			
Calumet .....	Playground Association .....	Mrs. F. R. Vastbinder.....	
Grand Rapids .....	Department of Municipal Recreation .....	A. W. Wishart.....	Chas. H. Mills, Supt.
Lansing .....	Recreation Association .....	Lees Ballinger .....	Mrs. C. H. Gleason
.....	Playground Association .....		C. Mae Wagner
MINNESOTA			
St. Paul .....	Playground Committee .....	A. W. Dunning.....	Emma Larson
Winona .....	Playground Association .....	Rev. T. S. Devitt, D.D.....	C. D. Tearse
MISSOURI			
Kansas City .....	Playground Association .....	Louis W. Shouse.....	Charlotte Rumbold
St. Louis .....	Public Recreation Commission.....	Dwight F. Davis.....	
NEBRASKA			
Davenport .....	Playground Association .....	A. J. Croft.....	R. W. Deal
Gibson .....	Playground and Recreation Association.....	M. D. Marsh.....	Mrs. J. N. Ashburne
Omaha .....	Playground Association .....	E. A. Benson .....	Charles E. Foster
NEW JERSEY			
Bayonne .....	Playground Commission .....	Frank A. Cleary.....	R. McAdie
Bridgeton .....	Johnson Reeves Playground Association.....	Archer Platt .....	Alice C. Service
Camden .....	Board of Playground Commissioners.....	F. A. Finkeldey.....	Benjamin W. Courter
East Orange .....	Board of Playground Commissioners.....	John C. Lyon .....	Lincoln E. Rowley
Elizabeth .....	Board of Playground Commissioners.....	John Lammerring .....	Harriet Townsend
Glen Ridge .....	Playground Association .....	Mrs. Louis Hinrichs.....	Mrs. N. A. Hanan
Hoboken .....	Playground Commission .....	Julius Lichtenstein .....	Leo Mayer

# OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Morristown .....	Playground Society .....	Grinnell Willis .....	Frederick W. Ford
Mount Tabor .....	Playground Association .....	Joseph D. Ward .....	F. S. Adams
Newark .....	City Playground Commission .....	Algernon T. Sweeney .....	J. Leonard Mason
Orange .....	Board of Playground Commissioners .....	Col. Austen Colgate .....	Charles T. Gwynne
Passaic .....	Board of Playground Commissioners .....	John R. Meader .....	George A. John
Paterson .....	Playground Association .....	E. J. Marsh, M.D. ....	O. R. Hagen, M.D.
Perth Amboy .....	Board of Playground Commission .....	C. C. Baldwin .....	N. C. Pierce, Jr.
Phillipsburg .....	Public Playground Commission .....	Benjamin B. Metz .....	F. Z. Hermes
Plainfield .....	Playground Commission .....	George P. Mellick .....	H. E. Parker
{ .....	Public Recreation Committee .....	G. Stuart Simons .....	Walter H. P. Veysey
Red Bank .....	Recreation Association .....	George H. Harten .....	Helen Gibson, M.D.
{ .....	Playground Commission .....	Remington E. Rose .....	Lily A. Wolf
Rutherford .....	Public Playground Association .....	Remington E. Rose .....	Fred E. Rogers
South Orange .....	Board of Playground Commissioners .....	Charles E. Colley .....	Everett Yeaw
Westfield .....	Playground Commission .....	James O. Clark .....	Arthur N. Pierson
West Hoboken .....	Playground Commission .....	Edward P. Schwartz .....	Frederick Bauer
West Orange .....	Playground Commission .....	Richard M. Colgate .....	J. M. Maghee, M.D.
New York			
Buffalo .....	Playground Commission .....	Hon. Harry L. Taylor .....	Charles W. Dilcher
Glens Falls .....	Recreation Commission .....	D. R. Robertson .....	Helen W. Streeter
Goshen .....	Playground Association .....	Mrs. P. V. D. Gott .....	
Hornell .....	Playground Committee .....	Elmer S. Redman .....	W. H. Prangen
Johnstown .....	Playground Committee .....	Edward Monahan .....	
Lockport .....	Playground Association .....	Hon. Charles A. Hickey .....	H. E. Morrill
New York City .....	Recreation Commission .....	James E. Sullivan .....	Cyril H. Jones
	Recreation Alliance .....	John Seely Ward .....	H. S. Braucher
	Public Schools Athletic League (Boys' Branch) .....	Gen. George W. Wingate .....	C. Ward Crampton, M.D.
	Public Schools Athletic League (Girls' Branch) .....	Mrs. Alfred Seton Post .....	Elizabeth Burchenal
	Parks and Playgrounds Association of the City of New York .....	George Gordon Battle .....	Lulu Morton
	New York Social Center Committee .....	James M. Price .....	Clinton S. Childs
	Brooklyn Committee Parks and Playgrounds Association .....	George Gordon Battle .....	Seymour Barnard
	Flatbush Playground Association .....	James S. Graham .....	William Strong



North Tonawanda	Flushing Playground Association	Eliza Macdonald	Rosita Birkbeck
Oneida	Playground Association	Harold B. Gorsline	E. W. Messing
Ossining	Park and Playground Commission	B. M. Gould	William H. Yard
Rochester	Public Recreation Association	Paul M. Pierson	David O. Decker
Seneca Falls	Children's Playground League	Theodore H. Jameson	Kendall B. Castle
Utica	Committee on Playgrounds	William B. Clarke	Alexander J. Byrne
OHIO	Recreation Association	Dana W. Bigelow	Ida J. Butcher
Akron	Public Playground Committee	Fred W. Work	Maude Herndon
Bellaire	Playground Association	T. C. Nicholson	Edward D. Meek
Canton	Parks and Playgrounds Association	M. G. Marshall	Mrs. Norman T. Krause
Columbus	Department of Public Recreation	John G. Price	R. S. Wambold
Conneaut	Playground Association	E. D. Williamson	D. B. Smith
Dayton	Playgrounds and Gardens Association	David Lefkowitz	Troward H. Marshall
East Liverpool	Playground Association	Mrs. Louis Sternfeld	Mrs. John S. Goodwin
Marblehead	Playground Association	A. A. Clemens	W. Crites
Painesville	Playground Association	Mrs. B. C. Shepherd	Mrs. W. F. Therkildson
Springfield	Playground Association	Judge Frank W. Geiger	B. B. McIntire
Toledo	Playground Association	Irving Macomber	Alfred Leibman
Youngstown	Playground Association	W. H. Hayden	
OKLAHOMA			
Oklahoma City	Playground Association	R. M. Campbell	Edna Lindsay
Tulsa	Playground Association	C. E. Buchner	
OREGON			
Portland	Recreation League	Robert H. Strong	Stella W. Durham
Salem	Playground Association	George Rodgers	Edna May Hawley
PENNSYLVANIA			
Allentown	Playground Association	E. J. Lumley	Sophia Richard
Bristol	Playground Association	Mrs. W. E. Dodds	Eunice Williams
Charlertol	Playground Association	John B. Shafer	George S. Wright
Chester	Playgrounds Association	Mrs. H. C. Cochrane	Mrs. R. E. Jefferis
Doylestown	Blanche Burpee Public Playground Association	John C. Swartley	Julia V. Nightingale
Greensburg	Playgrounds and Civic Association	Mrs. Lloyd B. Huff	Mrs. Warren Mitchell
Hazleton	Playground Association	Frank Pardee	Mrs. J. J. Kelley

# OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Homestead .....	Playground Association .....	James L. King .....	Mrs. Sydney Taylor .....
Johnstown .....	Recreation Commission .....	Tom Nokes .....	George W. Williams .....
Lancaster .....	Playground Association .....	H. S. Williamson .....	W. F. Carey .....
Lansdowne .....	Playground Association .....	James T. Stewart .....	William R. Fogg .....
Lock Haven .....	Playground Association .....	J. C. Weirick .....	Clara Gross .....
Lower Merion Township .....	Joint Playground Association of Lower Merion Township .....		
McKeesport .....	Playground Association .....	Mrs. J. D. Winsor .....	Mrs. H. C. Nicholson .....
Meadville .....	Social Center Association .....	E. P. Douglas .....	W. A. Cornelius .....
New Castle .....	Playground Association .....	F. C. Lockwood, M.D. ....	Jessie D. Grassie .....
Philadelphia .....	Board of Recreation .....	A. B. McCormick .....	J. H. Greenwood .....
Phoenixville .....	Playgrounds Association .....	M. G. Brumbaugh .....	Otto T. Mallory .....
Pittsburgh .....	Playground Association .....	Hon. Ernest L. Tustin .....	William A. Stecher .....
Pittsburgh, N. S. ....	Playground Association .....	Rev. F. C. Hartshorne .....	Mrs. George W. Lambert .....
Punxsutawney .....	Playground and Vacation School Association of Allegheny .....	Beulah Kennard .....	Mrs. Will McLain .....
Reading .....	Playground Association .....	Mrs. John Cowley .....	Mame M. Stoner .....
Ridgway .....	Public Playground Association .....	T. R. Williams, M.D. ....	Mrs. J. P. Wilson .....
Scranton .....	Playground Association .....	Wellington M. Bertolet .....	Zettan Gordon .....
Sharon .....	Playground Association .....	Mrs. J. K. P. Hall .....	Mrs. Peifer .....
Washington .....	Playground Association .....	Esther M. Sinn .....	Blanche Hall .....
West Chester .....	Playground Association .....	Mary W. Devitt .....	Mrs. Albert Fisher .....
Wilkes-Barre .....	Playground Association .....	Rev. Matthew Rutherford .....	Mrs. Edwin Linton .....
Wilmerding .....	Playground Committee .....	Plummer Jefferies .....	Jane R. Baker, M.D. ....
Wyomissing .....	Playground Association .....	Mrs. Charles Long .....	F. M. Devendorf .....
		C. Horrocks .....	H. A. Garner .....
		H. M. Fry .....	
RHODE ISLAND			
Lonsdale .....	Garden and Playground Association .....	Robert Stewart .....	Mrs. E. C. Mowry .....
Pawtucket .....	Public Recreation Department .....	Fred F. Halliday, Jr. ....	
Providence .....	Board of Recreation .....	Hon. J. H. Gaimor .....	Joseph J. McCaffrey .....
Westerly .....	Playground Association .....	Frederick Reuckert .....	Rush Sturges .....
	Public Playground Association .....	Harvey C. Perry .....	Walter S. Price .....
SOUTH CAROLINA			
Charleston .....	Playground Commission .....	T. J. McCarty .....	Sarah C. Allan, M.D. ....

TENNESSEE	{	Playground Commission	J. M. Steen.	Mr. Berkshicker
		Playground Association	Mrs. Thomas M. Scruggs.	C. H. Raine
TEXAS	{	Playground Association	John W. Philp.	Elise S. Griffing
		Playground Association	B. H. Kuhl.	
UTAH	{	Playground and Recreation Association.	Kate Williams	W. C. Ebaugh
VIRGINIA	{	Playground and Recreation Association.	John W. Craddock.	A. R. Long
		Playground Commission	R. E. Steed	R. E. Lee Taylor
	{	Citizens' Committee on Playgrounds and Recreation	Eugene C. Massie.	Julien Hill
		Playground Association	L. A. Tynes, M.D.	Eleanor White
WASHINGTON	{	Playground Association	Hon. J. A. Faulkner.	D. B. McIlravy
		Playground Association	Judge Cochrane	A. J. Cosser
	{	Recreation and Playground League.	John E. Price.	Prof. G. K. Hart
WEST VIRGINIA	{	Playground Association	Rev. J. McD. Lacy.	Nellie Gwynn
		Park and Playground Commission.	H. W. Schrive	John H. Rennard
	{	Playground Association	J. C. McKinley.	R. B. Naylor
CANADA	{	Playground Association	J. S. Matheson, M.D.	Robert Warren
		Playground Commission	S. C. Young.	G. B. Schnurr
	{	Parks and Playground Association.	Sir Alexander Lacoste.	Edith I. Watt
		Playgrounds Association	Gerald H. Brown.	J. B. Spence
Port Arthur Ont.	{	Playground Committee	W. P. Cooke.	
		Committee on Parks and Playgrounds.	M. E. Agar	
St. John, N. B.	{	Playgrounds Association	Mabel Peters	A. M. Belding
		Supervised Playgrounds Association.	Alderman A. Knechtel.	S. E. Orr
Stratford	{	Playground Association	J. G. Davidson, M.D.	J. H. Whittaker
		Playground Commission	Arthur R. Morrison.	M. K. Knowles



# WHAT CITIES "PLAYED" LAST YEAR AND HOW

Blank spaces indicate that no information has been returned under these headings

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Was Established	Sources of Information
			Men	Women								
ALABAMA												
Birmingham.....	132,685	{ 6 1 1 1	5 1 0 0	6 1 1 1	3 0 0 0	7 7 7 2½	680 100 75 .....	City Commission..... Ensley Wesley House... Avondale Wesley House. Martin School League..	\$11,350.00 630.00 480.00 275.00	{ Municipal and private funds	1913	T. S. Settle
ARKANSAS												
Fort Smith.....	23,975	{ 4 6	..... 1*	..... .....	1 6	..... .....	450 .....	Park and Playground Association..... School District.....	800.00 1400.00	{ Municipal and private funds	1912	J. W. Kuykendall
CALIFORNIA												
Alameda.....	23,383	3	1	3	8	23 hrs per wk	600	Recreation Committee..	14,989.38	Municipal funds	1908	John S. Gittleben
Berkeley.....	40,434	1	1	1	1	5	150	Playground Commission	1,471.91	Municipal funds.	1911	Mrs. W. H. Narston
Coalinga.....	4,190	1	0	1	0	7	30	Women's Club.....	140.69	Private funds...	.....	Mrs. A. T. Borst
Kentfield.....	130	1	0	1	1	2-6	.....	Tamalpais Center Woman's Club.....	.....	Private funds...	1910	Jessie Hanna
Los Angeles.....	319,198	22½	24	24	9	{ (6) (15) (1) 5 10 6	4,290	Playground Commission	61,644.15	Municipal funds.	1905	C. B. Raitt
Marysville.....	5,430	1	1	0	1	.....	350	Municipal Playground Committee.....	5,650.00	Private funds...	1911	W. P. Cransie
Oakland.....	150,174	13	17	12	12	(Summer) 7 (Winter) 4½	3,610	Board of Playground Directors.....	50,385.06	Municipal funds.	1909	George E. Dickie
Pasadena.....	30,291	1	2	1	1	.....	250	City.....	6,000.00	Municipal funds.	1909	George H. Swarthout
Riverdale.....	15,202	1	1	1	0	.....	.....	Board of Park Commis- sioners.....	15,500.00	Municipal funds, Municipal and private funds..	1912	Hon. S. C. Evans
Sacramento.....	44,696	3	3	3	5	9-12; 1-5.30	750	Playground Commission	.....	.....	.....	Max L. Stone
San Diego.....	39,578	1	3	1	0	7	173	Board of Playground Commissioners.....	80,000.00	Municipal funds.	1910	Frank S. Marsh
San Francisco.....	416,912	{ 9 3	10 6	14 4	8	{ (Winter & Sundays) 12-5.30 (Summer & holidays) 9-5.30 8 p.m.-10 p.m.	2,299	Playground Commission	79,960.00	{ Municipal and private funds	1898	Frank A. Lawler
		3	6	4	3	.....	200	Recreation League.....	.....	.....	.....	James E. Rogers

CALIFORNIA—Cont.													
Santa Barbara.....	11,659	2	0	1	0	9 a.m.—10 p.m.	150	Neighborhood House Association.....	2,900.00	Private funds...	1905	Margaret Baylor	
Stockton.....	23,253	3	2	2	0	Vary	634	Playground Association.	1,200.00	Municipal and private funds.	1911	Ethelind M. Bonney	
COLORADO													
Colorado Springs.....	29,078	1	1	1	0	9-12; 2-5	200	Volunteer Playground Committee.....	800.00	Private funds...	1913	J. L. Bennett	
Denver.....	213,381	15	15	39	11	9 a.m.—9:30 p.m.	3,520	Park Commission and Board of Education.	19,069.78	Municipal funds.	1906	Anna L. Johnson	
Fort Collins.....	8,210	2	2	1	0	8	150	Commissioner of Public Works.....	400.00	Municipal funds.	1911	Ray Baxter	
CONNECTICUT													
Branford.....	6,047	1	0	2	0	4‡	49	Committee of Women's Council for Improve-ment.	76.50	Private funds...	1913	Margaretta Palmer	
Bridgeport.....	102,054	3	3	3	0	9-5-30	281	Board of Park Commis-sioners.....	5,500.00	Municipal funds.	1911	B. F. Cooney	
Greenwich.....	16,463	2‡	2	1	1	9	87	United Workers.....	.....	Private funds...	1913	Hiram Myers	
Hartford.....	98,915	12	4	92	4	{ (1) 9-9 (11) 9-6 9-11:30 }	3,666	Board of School Visitors	7,234.00	Municipal funds.	1897	Thomas S. Weaver	
Meriden.....	27,265	6	6	6	4	{ 1.30-4.30 }	1,150	Playground Association.	1,706.00	Municipal and private funds.	1909	Julius S. Augur	
Middletown.....	11,851	1	1	1	0	6	185	Social Service League...	350.00	Municipal and private funds.	1910	L. B. Kuhns	
Naugatuck.....	12,722	1	1	0	2	8:30-5	100	School Board.....	450.00	Municipal funds.	1906	F. W. Eaton	
New Britain.....	43,916	5	2	10	3	6	1,021	Public Amusement Commission.....	2,250.00	Municipal funds.	1908	J. Herbert Wilson	
New Haven.....	133,605	13	10	45	10	9-12; 1-4	.....	Civic Federation.....	10,500.00	Municipal and private funds.	1897	Robert A. Crosby	
New London.....	19,659	4	5	2	2	.....	.....	Playground Association.	1,096.44	Municipal and private funds.	1909	Cora A. Marsh	
North Stonington.....	1,240	1	0	2	0	2-5 p.m.	25	Individual.....	82.82	Private funds.	1910	Frederic M. Hollister	
Norwich.....	20,367	6	4	7	5	9-12; 1:30-5 (Sat.) 9-12	600	Playground Association.	937.11	Private funds...	1911	Arthur L. Peale	
Stamford.....	25,138	4	2	4	2	3	616	Board of Directors of Public Playgrounds...	1,142.58	Municipal and private funds.	1909	Edmund Ryan	
Torrington.....	16,840	1	1	3	0	5	175	Playground Association.	402.35	Private funds.	1909	Marjorie S. Turner	
Wallingford.....	8,690	2	1	2	0	{ 9-11:30 1:30-5:30 }	357	League of Home and School Associations...	1,065.70	Private funds...	1912	Margaret E. Tibbits	
Waterbury.....	73,141	{ 8 1	7 1	3 3	0 1	8 and 9 8 and 9	2,000	City Park Department.	7,500.00	Municipal and private funds	1910	Eugene Kerner	
Windsor Locks.....	3,715	{ 1 1	1 1	0 4	1 1	1-5 p.m. 10-9:45	500	Associated Charities...	600.00	Municipal and private funds	.....	Mary C. Burnap	
							125	Waterbury Indus. School	200.00	Private funds...	.....		
							200-300	Park Committee.....	633.80	Private funds...	.....		

\* Employed by schools as supervisor of play in schools and on public ground.

† Of these 6 are open all year round, 15 are vacation grounds, 1 is summer camp.

‡ In addition there are a Boys' Club and a Girls' Club under direction of 2 men and 5 women—paid directors—and a number of recreation centers with 1 man and 1 woman—paid workers—in charge. Two caretakers are employed.

# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of Caretakers		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established Was	Sources of Information
			Men	Women								
DELAWARE												
Henry Clay.....	885	1*	1	2	1	9-12; 3-10	50	Private individuals representing Du Pont Powder Mills.....				
Wilmington.....	87,411	{ 5 3 1 }	3 1 0	8 3 2	3 0 1	7-10 7-10 4	1,369 334 80	Park Commission..... Playground Association..... People's Settlement.....	\$1,361.34 247.46 83.31	Private funds... Municipal and private funds	1913 1906	Irene Earll Edward R. Maack
DISTRICT OF COLUMBIA												
Washington.....	331,069	{ 12 14 }	7 5	22 24	12	(Summer and Saturdays) 9-dark (Winter) 12-dark 5	6,468 228	Commissioners of the District of Columbia and Playground Ass'n. Board of Education....	28,885.00 5,156.00	Municipal and private funds	1902	E. S. Martin Rebecca Stoneroad, M.D.
FLORIDA												
Jacksonville.....	57,699	1	1	1	2	6	450	City Playground Commission.....	2,700.00	Municipal funds.	1912	C. H. McDonald
Pensacola.....	29,982	2	5	1	0	(1) 14; (1) 6	800	Playground Committee.	3,911.25	Municipal and private funds..	1909	J. E. D. Yonge
GEORGIA												
Atlanta.....	154,839	8	2	10	0	{ 9-11.30 3.30- 6.30 7.30- 9.30 }	600	Department of Parks...	2,360.82	Municipal funds.	1905	Dan Carey
Macon.....	40,665	3	3	3	1	8.30-11 2.30-9	554	Joint Committee from City Council and Playground Association...	6,500.00	Municipal funds.	1911	Elliot G. Kingsbury
IDAHO												
Idaho Falls.....	4,827	1	2	0	0	10-12; 2-5 7-9	.....	Child Welfare Club.....	1400.00	Municipal and private funds..	1913	Mrs. E. M. Holden
Lewiston.....	6,043	1	0	1	1	10-12; 1-3	40	Board of Education and City Council.....	25.00	Municipal funds.	1913	Olive E. Vince
ILLINOIS												
Aurora.....	29,807	1	0	3	1	9-5	300	Playground Committee of Woman's Club.....	1,600.00	Municipal and private funds..	1911	Clara Kern Bayliss



## ILLINOIS—Cont.

## Champaign and Urbana

	20,666	4	2	3	...	5	150	Twin Cities Recreation and Playground Ass'n.	1,300.00	Municipal and private funds..	1913	A. J. Todd J. R. Richards
Chicago.....	2,185,283	{ 19† 5	52 18	38 19	324 174	14 16	32,258 24,367	South Park Commission West Chicago Park Commission.....	414,983.31	Municipal funds.....	1913	James P. Petrie
Chicago Heights.....	14,525	{ 5 19	16 20	9 14	75 20	16 12	6,500 12,000	Lincoln Park Commission Special Park Commission.....	1,354,873.91 90,000.00	Municipal funds.....	1893	Mrs. Ada E. Cummings
Decatur.....	31,140	{ 2 2	2 1	0 1	0 0	7 9-12; 1.30-5.30	300 .....	Woman's Club..... Public School Athletic League.....	52,517.27 317.04	Private funds.....	1913	J. N. Ashmore
East St. Louis.....	58,547	3	1	1	5	9-6	150-200	Woman's Civic Federation and Park Board..	300.00	Municipal and private funds..	1913	Helen Bernard
Evanston.....	24,978	{ 2 1	1 0	2 1	1 .....	(Summer) 10 (Winter) 4	500 .....	Small Park and Playground Association..	110.00	Municipal funds..	1913	Mrs. R. B. Ennis
Jacksonville.....	15,326	1	1	0	0	8-8	125	Foster Field Association..	2,812.04	Municipal and private funds	1909	Mrs. Charles E. Cole
Moline.....	24,199	2	2	4	3	9-8	200	Girls' League of Evanston Playground Association..	.....	.....	1912	Mrs. W. C. Bennett
Ottawa.....	9,535	1	0	1	0	9-9	200	Civic Department Woman's Club.....	3,500.00	Municipal and private funds..	1910	Alice Rigden
Pontiac.....	6,090	1	1	0	0	.....	.....	City and Woman's Club Playground Association..	.....	Municipal and private funds..	1911	Mrs. O. P. Bourland
Princeton.....	4,131	1	0	1	0	9-11.30; 1-5 7-9	300	United Charities.....	740.00	Municipal and private funds..	1913	Harriet M. Owens, M.D.
Rockford.....	45,401	5	6	5	0	8	1,500	Board of Commissioners Rockford Park District	150.00	Private funds..	1913	L. W. Thompson
Waukegan.....	16,069	4	1	5†	1	(2) 5; (2) 2	200	Woman's Club.....	1,500.00	Municipal funds..	1910	Mary L. Hutchins
INDIANA									300.00	Private funds..	1912	Vida Newsom
Columbus.....	8,813	1	0	1	0	9-12; 1-5.30	105	Playground Association..	1,063.24	Private funds..	1911	J. U. Schneider
Evansville.....	69,647	9	2	1	11	8	1,117	Playground Commission	1,446.25	Municipal funds..	1910	Carrie A. Suively
Fort Wayne.....	63,933	6	1	12	3	8.30-11.30 1.30-5	845	Board of Education....	3,139.44	Municipal funds..	1909	Alanson Q. Bailey
Jeffersonville.....	10,412	1	1	0	0	7	.....	Civic Improvement League.....	211.30	Private funds..	1912	Florence Fiekle
Logansport.....	19,050	1	1	1	0	7	176	Coterie Club.....	531.09	Municipal and private funds..	1911	Richard Elbel
South Bend.....	53,684	5	7	0	3	7 a.m.-9 p.m.	500	Board of Park Commissioners.....	.....	Municipal funds..	1910	Mrs. S. C. Stinson
Terre Haute.....	58,157	4	1	1	4	4 twice a wk.	20	School Board and Y. M. C. A.....	.....	Private funds..	.....	

\* Center is known as Hagley Community House.

† In addition there are three bathing beaches.

‡ Volunteers.

# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Playground Was Established	Sources of Information
			Men	Women								
Iowa												
Cedar Falls.....	5,012	1	1	1	0	10-8	150	Civic Improvement League.....	\$ 600.00	Municipal and private funds..	1913	H. F. Pasini
Charles City.....	5,892	2	2	2	0	5	100	Y.M.C.A. and Chautauqua Association.....	100.00	Private funds...	1912	E. J. Robertson
Des Moines.....	86,368	6	1	4	0	6	1,077	Park Department.....	650.00	Municipal funds...	1913	Z. C. Thornberg
Dubuque.....	38,404	1	0	2	1	4	97	Hygienic Committee.....	150.00	Municipal and private funds		
			1	0	1	10	.....	Park Life.....	.....			
			0	2	1	4	.....	Educational Division of Women's Club.....	125.00		1910	Mary Killeen, M.D.
Fort Dodge.....	15,543	1	0	2	0	9-12; 2-5	100	Women's Clubs.....	80.00	Private funds...	1912	Florence Monk
Grinnell.....	5,036	2	1	0	0	6-8	75	Social Service League...	250.00	Private funds...	1913	Adah Hopkins
Humboldt.....	1,809	1	1	1	0	9-11.30;	80	Playground Association.	409.42	Private funds...	1913	Mrs. Laura C. White.
Iowa City.....	10,091	2	1	1	0	3-6; 7-9	200	Playground Association.	350.00	Municipal and private funds..	1912	Mrs. Max Mayer
						(1) 9-12; 1-5	300	School Board.....	800.00	Municipal funds..	1912	M. G. Clark
						(1) 1-5; 6-dk. 7-9.30 p.m.						
Sioux City.....	47,828	10	5	5	0							
KANSAS												
Lawrence.....	12,374	5	0	4	0	4	125	Playground Association.	550.00	Private funds...	.....	James Naismith
Leavenworth.....	19,363	2	0	2	1	9-5	55	Civic League.....	180.60	Private funds...	1906	Stella A. McGonigle
McPherson.....	3,546	2	1	1	0	2-5.30	23	Playground Committee.	82.00	Municipal and private funds..	1913	Ennice Cripe
Manhattan.....	5,722	1	1	1	1	4	.....	Volunteer Playground Committee.....	400.00	Private funds...	1911	William A. McKeever
Topeka.....	43,684	3	0	3	1	9-5	80	Park Commission and Playground Ass'n....	800.00	Municipal and private funds..	1908	Lulu McKee
Wichita.....	52,450	3	1	1	0	2-8	75	Department of Parks & Playground Ass'n....	1,250.00	Private funds...	1913	L. A. Heckard
KENTUCKY												
Covington.....	53,270	1	1	3	1	8.30-5	200-250	Civic Department of Covington Art Club..	850.00	Municipal and private funds..	1901	Kate Seudder
Lexington.....	35,099	4	3	4	0	8	330	Civic League.....	718.31	Municipal and private funds..	1901	W. Carter Halczy
Louisville.....	223,928	20	15	25	14	10-13	10,250	Board of Park Commissioners.....	12,000.00	Municipal funds..	.....	John B. Castleman





## WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees of Caretakers		Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Was	Sources of Information
			Men	Women							
MASSACHUSETTS—Con											
Brookline.....	27,792	10	14	13	9	1,725	Playground Commission	\$33,878.00	Municipal and private funds..	1908	S. K. Nason
Canton.....	4,797	1	1	0	0	75	Playground Association.	1,500.00	Private funds..	1913	G. M. MacVicar
Chicopee.....	25,401	4	4	4	0	9-12; 2-5	Playground Commission	1,623.28	Municipal funds.	1910	Mrs. N. P. A. Carter
Concord.....	6,421	2	1	1	1	8-5	Board of Selectmen....	500.00	Municipal funds.	1913	Wells A. Hall
Danvers.....	9,407	1	1	0	1	65	Board of Selectmen....	1,000.00	Municipal funds.	1910	Henry C. Sanborn
Easthampton.....	8,524	2	2	4	2	150	School Board.....	678.00	Municipal and private funds..	1911	Oliver W. Cobb
Everett.....	33,484	1	1	0	0	8-5	Playground Commission	500.00	Municipal funds..	1911	John F. Casey
Fairhaven.....	5,122	1	1	1	0	.....	School Committee.....	250.00	Municipal and private funds..	1913	C. E. Prior
Fall River.....	119,295	4	1	6	0	1,238	Board of Park Commis- sioners.....	825.00	Municipal and private funds..	1911	Howard Lothrop
Fitchburg.....	37,826	6	7	8	3	1,017	Park Commission.....	4,448.55	Municipal funds.	.....	D. S. Woodward, M.D.
Framingham.....	12,948	2	1	4	0	140	Park Commission.....	30,700.00	Municipal funds.	1911	E. F. Burnham
Franklin.....	5,641	1	1	0	0	25	Y. M. C. A.....	68.00	Private funds..	.....	J. H. Carley
Gardner.....	14,699	1	1	1	0	9-12; 2-3	Park Commission.....	500.00	Municipal funds.	1910	H. M. Smith
Haverhill.....	44,115	5	2	2	0	200	Park Department.....	3,605.32	Municipal funds.	1910	Rev. J. M. Powers
Holyoke.....	57,730	12	6	28	6	1,800	Playground Commission	7,000.00	Municipal funds.	1910	P. H. Kelly
Lawrence.....	85,892	6	8	8	4	8	Playground Commission	3,000.00	Municipal funds.	1912	Arthur E. Bagley
Lowell.....	106,294	5	14	6	5	1,800	Board of Park Commis- sioners.....	2,000.00	Municipal and private funds..	1908	John W. Kernan
Lynn.....	89,336	2	3	2	2	1,833	Park Commission.....	1,000.00	Municipal funds.	1909	H. H. Buxton
Manchester.....	2,673	1	1	0	0	80	School Committee.....	600.00	Municipal funds.	1910	Waldo H. Tyler, M.D.
Melrose.....	15,715	2	2	0	0	100-125	Park Commission.....	400.00	Municipal funds.	1910	Melrose Park Com- mission
Milton.....	7,924	1	1	1	1	150	Cunningham Trustees. Kidder House Trustees. Park Commissioners....	..... ..... 2,400.00	Municipal and private funds	1906	John W. De Bruyn
Natick.....	9,866	1	1	1	0	130	Village Improvement So- ciety.....	100.00	Municipal and private funds	.....	John D. Brooks
New Bedford.....	96,652	1	1	0	0	37	Individual.....	200.00	.....	.....	.....
		1	0	.....	0	1,075	Park Commission.....	2,600.00	.....	1910	Mary P. Chase
		8	8	24	8	.....	School Board.....	3,496.33	Municipal funds.	.....	.....

MASSACHUSETTS—Con

Newton.....	36,806	16	10	11	5	9-11.30: 1.30-5 or 2-5.30 9-4.30	2,556 220	Playground Commission Playground Association..	23,000.00 500.00	Municipal and private funds.. Municipal and private funds..	1906 1909	Ernst Hermann Alfred H. Evans
Northampton.....	19,431	2	2	4	0			Norwood Civic Associa- tion.....	.....	Private funds..	.....	Gabriel Farrell, Jr. George T. Quint
Norwood.....	8,014	1	6	4	5	11	200	Park Commission.....	4,000.00	Municipal funds.. Municipal and private funds..	.....	Dudley R. Child
Peabody.....	15,721	5	5	4	0	9-6	500	Playground Commission	100.00		1913	
Pepperell.....	2,953	1	1	0	1	9-12; 1-6	40	City Committee and Park and Playground Association.....	12,432.07	Municipal and private funds..	1910	Joseph E. Pearson
Pittsfield.....	32,121	3	5	12	3	5	1,000	Playground Committee of One Hundred.....	388.58	Municipal and private funds	1909	Deleavere King George E. Pfaffman
Quincy.....	32,642	1	1	1	0	9-12; 2-5	200	Board of Park Commis- sioners.....	800.00	Municipal funds.	1906	Christian Lantz
Salem.....	43,697	7	10	8	5	9-12; 2-5	1,800	City and Playground Association.....	13,200.00			
Somerville.....	77,236	14	12	18	10	10-5	700	Committee on Play- grounds.....	3,653.66	Municipal and private funds..	1909	Mrs. Mary G. Whiting
Southbridge.....	12,592	3	2	13	3	1.30-5.30	700	Park Department.....	2,160.00	Municipal funds.	1911	F. A. Wild
Springfield.....	88,926	15	23	28	11	(some) 9-5 (some) 9-9 9-11.45 2-4.30	4,500	School Board.....	12,780.00	Municipal funds.	1901	A. E. Metzdorf
Waltham.....	27,834	4	0	13	0	9-12; 2-5	879	Park Commission.....	1,199.00	Municipal and private funds	1903	Wm. D. Parkinson
West Springfield.....	9,224	1	1	2	0	9-5	75	Playground Commission	3,651.25	Municipal funds.	1912	Robert D. White
Winchester.....	9,309	1	1	1	0	7	150	Park Commissioners...	1,123.00	Municipal and private funds	1910	H. A. Wheeler
Worcester.....	145,986	22†	19	59	16	9.30-11.30 2.30-5.30	7,097	The Fortnightly.....	29,967.60	Municipal funds.	1910	W. Francis Hyde
MICHIGAN												
Detroit.....	465,766	21	27	74	21	10	5,510	Board of Education....	20,589.71	Municipal funds.	1901	Mercy J. Hayes
Grand Rapids.....	112,171	14	14	5	13	10	3,186	Board of Park and Cem- etry Commissioners...	17,000.00	Municipal funds.....	1909	Charles H. Mills
Houghton.....	5,113	6†	12	23	6	3	.....	Board of Education....	.....	Municipal funds.	1913	John A. Doelle
Kalamazoo.....	39,437	3	1	0	0	9-6	100	School Board.....	110.00	Municipal funds.	1908	J. A. Starkweather
Lansing.....	31,229	3	4	4	0	8.30-11.30 1-5	450	Park Commission and City Council School Board Playground Ass'n.	1,000.00	Municipal funds.	.....	Lees Ballinger

\* Workers from Kidder House supervise town playground.

† In addition there are 2 swimming pools and 2 gardens with an average daily attendance of 1,065.

‡ Evening recreation centers

§ In addition there are 3 supervised skating rinks.

# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established	Sources of Information
			Men	Women								
MICHIGAN—Cont. Ypsilanti.....	6,230	1	1	1	2	5	75	City Park Commission..	\$ 5,000.00	Municipal funds.	.....	D. H. Roberts
MINNESOTA												
Minneapolis.....	301,408	{ 30	12	8	30	(28) 1.30-9 (2) 9-9 (7) 9-5 (2) 9-9	17,810 1,200 1,800	Board of Park Commis- sioners..... Board of Education... Playground Committee of Board of Park Com- missioners.....	5,692.53 1,774.00	Municipal funds.....	1906	F. C. Berry C. H. Keene
St. Paul.....	214,744	8	8	8	2	9	1,800	Playground Association.	11,356.65	Municipal funds.	1903	Carl F. Rothfuss
Winona.....	18,583	1	1	1	0	10-12; 2-5 6.30-8	191	Playground Association.	389.67	Private funds...	1913	Tracey Garcy
MISSISSIPPI	23,285	5	6	5	0	3-7	1,250	Community Y. M. C. A.	938.00	Private funds...	1912	J. O. Van Meter
MISSOURI	32,073	2	2	0	2	9-12; 3-9 7-10 p.m. and 9-7 p.m. and 9-8 p.m.	750	Park Board..... Board of Public Welfare Board of Park Commis- sioners..... Board of Education... Public Recreation Com- mission.....	4,272.00	Municipal funds. Municipal funds.....	1913	J. Arthur Henley Mrs. Lesta M. Cannon Elenore K. Cenny A. S. Heibel
St. Joseph.....	77,403	6	4	5	3	8	400	Parent-Teachers Associ- ation of Old Orchard School.....	4,800.00	Municipal funds.	1909	Rodowe Abeken
St. Louis.....	687,029	16	23	70	16	12	5,500		35,000.00	Municipal funds.	1900	
Webster Groves.....	7,080	1	0	1	5	3	25		150.00	Private funds...	1913	W. D. Grove
MONTANA	39,165	1	1	1	0	all day	300	Electric Railroad Co....	.....	Private funds...	1907	J. R. Wharton
Butte.....	12,869	3	3	4	3	5 p.m.-8 p.m.	.....	School Board.....	700.00	Municipal funds.	.....	J. N. Williams
NEBRASKA	43,973	2	1	1	0	.....	107	Board of Education....	175.00	Municipal funds.	.....	Fred M. Hunter
Norfolk.....	6,025	3	1	1	3	6	100	Women's Clubs and School District.....	325.00	Municipal and private funds..	1913	M. E. Crosier



NEW HAMPSHIRE	11,269	1	2	2	1	9-12; 2-5	300	Citizens' Playground Committee.....	.....	Municipal and private funds..	1910	Mrs. C. A. Towle
PORTSMOUTH.....												
NEW JERSEY	1,350	1	1	0	0	10-5	62	Social Workers Association, St. Bernard's Church and Special Playground Committee	.....	.....	1913	Mrs. R. U. Lindabury
Bernardsville.....								League for Friendly Service and Town Improvement Association	.....	.....		
Bloomfield.....	15,070	1	1	1	0	4 per wk.	175-200	Johnson Reeves Playground Association.....	.....	Municipal and private funds..		Zip S. Falk
Brigeton.....	14,209	1	1	1	1	9-11-30; 1-5	2,375	Board of Playground Commissioners.....	200.00	Private funds....	1912	L. Edward Lashman
Camden.....	94,538	9	15	16	6	8	718	Board of Playground Commissioners.....	6,400.00	Municipal funds..	1908	F. A. Finkeldey
		1	2	2	3	6 a.m.-dark	504	Board of Education.....	4,628.57			
		6	0	6	..	(1) 9-6; (5) 1-6	.....	Essex County Park Commission.....	1,686.23			
East Orange.....	34,371	1	0	1	0	.....	142	Park and Parkway Committee of City Council.....	.....	Municipal funds.....	1908	Lincoln E. Rowley
		1	1	0	2	6 a.m.-dark	.....	Playground Commission.....	2,857.29			
		4†	8	11	4	1-5 p.m. 7:30 p.m.-	.....	Board of Education.....	3,302.14	Municipal funds.....	1910	Harriet Townsend
Elizabeth.....	73,409	2*	2	4	3	10:30 p.m.	115	Board of Education.....	138.00			Elmer C. Sherman
Englewood.....	9,924	1	0	2	1	1-5:30	67	Playground Association.....	426.00	Private funds....	1912	Mrs. Louis Hinrichs
Glen Ridge.....	3,260	1	2	2	0	9-11:30; 2-5	348	Board of Education.....	633.16		1912	William E. Stark
Hackensack.....	14,050	2	2	3	2	5	600	Board of Playground Commissioners.....	3,921.00	Municipal funds..	1909	Robert Rieser
Hoboken.....	70,324	1	1	1	1	9	625	Department of Parks and Public Property.....	15,000.00	Municipal and private funds	1909	Harold A. Harowitz
		8	1	3	7	8	819	Board of Education.....	2,005.70			
Jersey City.....	267,779	8	5	14	0	7-5	180	Playground and Recreation Committee of the Thursday Morning Club.....	800.00	Municipal and private funds..	1908	Mrs. J. J. Humbert
		2	2	2	2	9-5:30 8-10:30 p.m.	400	Board of Education.....	3,077.00	Municipal funds..	1902	D. C. Bliss
Madison.....	4,659						336	Playground Society.....	4,000.00			A. C. N. Fairlamb
											1910	
Montclair.....	21,550	3	2	4	2	6	140	Recreation Committee of Woman's Town Improvement Ass'n.....	.....	Private funds..		Sophie B. Poor
		1	2	1	1	(Vacation and Sat.) 6						
Morristown.....	12,507	1	0	1	0	(School year) 4						
						9-12; 2-5						

\* Evening recreation centers  
† Playgrounds

## WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of Caretakers		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established Was	Sources of Information
			Men	Wo- men								
New Jersey—Cont.												
Mt. Tabor.....	.....	1	0	1	0	9-12; 2-5 8 a.m.- 9.30 p.m.	80 2,365	Playground Commission Board of Playground Commissioners.....	\$ 150.00	Private funds...	1912	Mrs. Arthur S. De Voe
Newark.....	347,400	21	60	96	21	8 3-8	9,926 70	Board of Education... City Improvement Society.....	107,830.54 22,000.00	Municipal funds.....	1907	J. Leonard Mason Randall D. Warden
New Brunswick.....	23,388	1	1	0	1	(Summer) (3) 9-12; 2-5 (1) 7 a.m.-8 p.m. (School year) Before and after school All day Sat.			460.00	Municipal funds.	1908	Mrs. Drury Cooper
Orange.....	26,930	4	2	6	2		801	Playground Commission	5,079.72	Municipal and private funds..	1906	S. Fred Wright
Passaic.....	54,773	6	12	7	5	1-5 9-5	3,345	Board of Playground Commissioners.....	3,645.82	Municipal funds.	1909	J. R. Meader
Paterson.....	125,600	1	1	2	0		556	Mayor's Advisory Com- mittee on Playgrounds	919.22	Municipal funds.	1912	W. L. Kinkead
Perth Amboy.....	32,122	6	4	5	3	(4) 9-12; 2-5 (2) 9-12	569	Board of Playground Commissioners.....	1,540.02	Municipal funds.	1912	Fred. D. Eichbauer H. E. Parker
Plainfield.....	20,500	5	1	6	5	9-12; 2-5	809	Playground Commission Public Recreation Committee.....	2,200.00	Municipal and private funds	1910	Walter H. P. Veysey Mrs. Loraine Warren
Princeton.....	5,136	2*	1	1	0	Evenings 2-23		Town Club.....		Private funds...	.....	Mrs. William Hacker
Ridgefield Park.....	1,950	3	0	7	2	9-12; 2-5	135	Village Improvement Society.....	211.00	Private funds...	1913	R. H. Thompson
Roebling.....	.....	1	0	1	3	7.30 a.m.- 8.30 p.m.	150 - 90	John A. Roebling Sons, Board of Education...	1,900.00 508.77	Private funds... Municipal and private funds...	1913	Iily A. Wolf William A. Batterson Everett Yeaw
Rutherford.....	7,045	2	2	2	0	9-12; 2-4.30		Memorial Parish House, Playground Commission Playground Committee of Town Improvement Association.....	2,200.00 8,066.79	Private funds... Municipal funds.	1913	Gertrude J. Spinning
Scotch Plains.....	515	1	1	0	1	9-12; 1-5	30	Department of Parks and Public Property with Advisory Board.	648.82	Private funds...	1909	William F. Burk
South Orange.....	6,014	1	1	2	1	8-6 9-5.30	262 478					
Summit.....	7,500	1	2	1	1							
Trenton.....	96,815	8	19	23	9	1-5	2,800		5,000.00	Municipal funds.	1908	

New Jersey—Cont. Westfield.....	5,265	1	0	1	1	9.30-11.30 1.30-5.30 (Summer & Saturdays 9 to dark (School year) 3 to dark	300	Playground Commission	770.00	Municipal funds.	1913	Arthur N. Pierson
West Orange.....	10,980	1†	0	2	1		275	Playground Commission	.....	Municipal and private funds..	1911	Richard M. Colgate
New York												
Albany.....	100,253	4	4	9	8	6	1,000	Albany Mothers' Club.	.....	Private funds...	1899	M. Van Der Wart
Amsterdam.....	31,267	7	8	7	3	4	755	Board of Education...	.....	Municipal funds.	.....	H. T. Morrow
Buffalo.....	423,715	13	13	13	14	10	3,833	Playground Commission	63,890.00	Municipal funds.	1900	Charles W. Dlicher
Dobbs Ferry-on- Hudson.....	3,455	1	1	2	0	All day	100	Individual.....	.....	Private funds...	1909	Mrs. F. Q. Brown
Fredonia.....	5,285	1	1	0	0	7	40	Y. W. C. A.....	160.62	Private funds...	1913	Harold Hickey
Glens Falls.....	15,243	1	1	0	0	10	443	Recreation Commission.	1,330.00	Private funds...	1913	W. Dale Borror
Goshen.....	3,081	1	0	2	0	5	50	Playground Association.	300.00	Private funds...	1912	Mrs. P. V. D. Gott
Hastings-on-Hudson..	4,552	1	1	1	0	4	50	Village Improvement Association.....	395.00	Private funds...	1910	Arthur Bruckner
Hornell.....	13,617	3	1	2	0	(1) 8; (2) 6	393	Playground Committee.	442.60	Municipal funds.	1908	Mrs. F. W. Sherwood
Hudson Falls.....	5,189	1	1	2	1	6	125	Woman's Civic League.	261.00	Private funds...	1912	Mrs. Preston Paris
Jamestown.....	31,297	5	6	8	6	9-12; 2-5; 6-8	250	Board of Education.	1,132.63	Municipal funds.	.....	Rovillus R. Rogers
Johnstown.....	10,447	2	2	0	0	All day	150	Playground Committee.	370.00	Private funds...	1912	Edward Monahan
Lackawanna.....	14,549	3	2	2	2	10-9	335	Lackawanna Social Cen- ter.....	1,000.00	Private funds...	1907	Belle Mead
Mineville.....	1,844	1	0	1	1	7a.m.-10p.m.	.....	Wheabee, Sherman & Company.....	.....	Private funds...	1913	Maria Borkowska
Mt. Vernon.....	30,919	5	1	7	2	10-12; 2-5	148	Board of Education.	.....	Municipal funds.	1909	Mrs. H. B. Schuyler
Newburgh.....	27,805	2	0	2	2	1-6	400	Playground Advisory Board of Mothers' Council.....	617.28	Municipal and private funds..	.....	Mrs. Wm. Van Amee
New York City.....												
	4,766,883	274	302 for 203 vacation playgr'ds. 36 24 for 14 evening playgr'ds 182 139 for 57 evening recreation centers	702	111,068	1-5.30	21,967	Board of Education...	310,436.00 †	Municipal and private funds.....	1898	Edward W. Stitt

\* Evening recreation centers

† In addition a recreation center under a paid supervisor is conducted by Social Center Committee of Women's Improvement League.

‡ In addition the Board of Education expended \$21,211 for baths, \$165,390 for public lectures, and \$279,514 for after-school playgrounds, after-school athletics, for physical training, and for equipping gymnasias and old buildings.



# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised as Established	Sources of Information
			Men	Women								
New York—Cont.			40	65	40	9-7	20,000	Department of Parks (Manhattan).....	\$69,595.00			William J. Lee
			8	9	41	10-6	.....	Department of Parks (Brooklyn).....	50,907.00			Michael J. Kennedy
			34	6	41	9.30-12 2-5.30	30,405	Parks and Playgrounds Association of the City of New York.....	5,067.45	Municipal and private funds.*.....		Lulu Morton
New York City, Cont.	4,766,883	10	5	9	8	9-12; 2-5	1,890	Parks and Playgrounds Association (Brooklyn Committee).....	.....		1808	Seymour Barnard
		1	2	6	2	8-10.30 p.m. (twice a wk.)	175	Social Center Committee	3,384.44			Clinton S. Childs
		2	2	2	0	9-5	300-400	National Highways Protective Society.....	.....			Edward S. Cornell
North Tonawanda....		3	4	6	1	9-5	700	Flatbush Playground Association.....	1,500.00			James S. Graham
	11,955	1	1	0	0	.....	150	Playground Association.	100.00	Private funds....	1912	Harold B. Gorsline
								Board of Village Trustees Board of Education Y. M. C. A. Temporary Playground Committee	983.47	Municipal and private funds..	1913	Mina N. Bruere
Ossining.....	11,480	1	0	1	0	9-12; 1-6	50	Department of Works and Playground League	792.41	Municipal and private funds..	1909	Ruth Danenhower
Oswego.....	23,363	1	1	1	1	9.30-11.30 2-5	300	.....	.....	Private funds....	1911	Clara N. Harder
Philmont.....	1,813	1	0	1	1	3.30-6; 7-10 p.m. (Saturdays) All day (Sundays)2-6	.....	Crusaders' Hall.....	.....			
Poughkeepsie.....	27,936	{ 4 1	1 2	0 1	3 1	9-12; 1.30-5 9-12; 2-5	507 250	Board of Education.... Daughters of American Revolution.....	900.00 150.00	Municipal and private funds	1909	Raymond Guernsey

NEW YORK—Cont.

New York—Cont.	10 7	10 18	19 16	3 7	9-9 (Vacation & Saturdays) 9-dark (School year) 3.30-6 p.m. and 3.30- 10 p.m. (Vacation) 10-dark (School year) 3.30-9 p.m. Sat. all day 8 a.m.-10 p.m.	3,155	Board of Park Comms..  Board of Education...  Children's Playground League.....  Mashashinuet Park and Social Center..... Board of Education.... Board of Education....  Women's Civic League and City.....  City of Utica and Com- mittee of Citizens....  Municipal Improvement League.....  City Improvement League..... Y. W. C. A..... Recreation Committee from Women's Organ- izations.....  Commissioner of Public Works and Playground Com. of Civic League..  Equal Suffrage Club.... Monday Night Club....	10,084.88 13,863.05  1,026.64  2,438.97  11,189.59 38,930.00 415.75  3,647.14  2,900.00  660.08  250.00 202.93  .....  480.00  400.00 100.00	Municipal and private funds   <
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\* Additional expenditures reported for municipal departments are as follows: \$22,403 expended by the Public Recreation Commission for maintenance of 4 gymnasias, 2 playgrounds, 1 recreation pier; \$74,560 expended in the five boroughs for music; \$20,154 for playgrounds and gardens; \$51,824.74 by Department of Docks and Ferries for recreation, making a total of \$1,113,305.75—total expenditure for New York City.

# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established	Sources of Information
			Men	Wo- men								
OHIO												
Akron.....	69,069	5	5	10	0	8.30-5	1,440	Public Playground Com- mittee.....	\$ 2,663.00	Municipal and private funds..	1910	Vincent S. Stevens
Bellaire.....	12,946	2	1	2	1	8	100	{ City Council and Bd. of Education, Play- ground Association, Pro- gressive League, Pro- gressive Association..	806.00	Municipal and private funds..	1913	Edward T. Meek
Canton.....	50,217	{ 9	4	6	0	6	666	Parks and Playgrounds Association.....	1,387.20	Municipal and private funds	1908	Mrs. Norman T. Krause
Cincinnati.....	363,591	13	14	8	0	8	7,000- 8,000	Briar Brae Park Commis- sioners.....	28,846.60	Municipal funds.	1910	N. C. Seuss
Cleveland.....	560,663	{ 14 20 24	17 20 22	20 22 2	6	9-5 8-5	2,659 2,627	Park Department..... Board of Education....	7,963.51	Municipal and private funds..	1900	Fred C. Alber E. A. Peterson, M.D. W. F. Hennesey John H. Lotz
Columbus.....	181,511	{ 1 1 23	1 1 21	2 2 31	0	8 a.m.-9 p.m. 8-5 7	1,576 240 2,890	Hiram House..... Alta Social Settlement.. Department of Public Recreation.....	1,650.00	Municipal funds.	1910	R. S. Wambold
Conneaut.....	8,319	1	1	1	0	9	150-200	Playground Association.	15,500.00	Municipal funds.	.....	E. D. Williamson
Dayton.....	116,577	1	1	2	1	8 a.m.-9 p.m.	1,050	Board of Park Commis- sioners.....	794.33	Municipal and private funds..	1910	Elmer H. Gress H. W. Meacham Mrs. J. S. Goodwin
Delaware.....	9,076	1	2	...	1	1-7.30	75	Y. M. C. A.....	10,000.00	Municipal funds.	1910	Mrs. G. Zimmerman
East Liverpool.....	20,387	3	1	2	0	10-12; 1-5 6-8	308	Playground Association.	115.00	Private funds, ...	1910	A. L. Holm B. W. Rarrald S. C. Britton Mrs. D. E. Harlan G. E. Wisner
Fremont.....	9,939	1	1	0	0	1-5	50	City Federation of Women's Clubs.....	175.00	Private funds, ...	1912	Wilson Hawkins
Hamilton.....	35,279	1	1	0	0	.....	150	Y. M. C. A. and Play- ground Committee...	1,075.00	Private funds, ...	1908	
Lakewood.....	15,181	5	0	15	1	.....	.....	Board of Education...	1,560.12	Municipal funds, ...	1912	
Lebanon.....	2,698	1	2	0	0	10-10	80	Civic Trust.....	22,500.00	Private funds, ...	1912	
Middletown.....	13,182	1	1	0	0	8-5; 6-8	300	Civic League.....	300.00	Private funds, ...	1913	
Mingo Junction.....	4,049	1	0	1	1	9	750	Carnegie Steel Company Board of Education...	2,500.00	Private funds, ...	1913	
Newark.....	25,404	{ 2 3 1	3 3 0	3 3 1	1	8 a.m.-9 p.m. 1-5	500 40	Federated Women's Clubs.....	13,000.00	Municipal and private funds	1913	



Огю—Cont. New Philadelphia . . . . .	9,542	1	2	0	1	8 a.m.—9 p.m. 8-12; 3-6	300	Director of Public Ser- vice . . . . . Com. from Mother's Club . . . . .	17,600.00	Municipal funds.	Charles F. Limbach
Painesville . . . . .	5,501	3	1	5	0	8-12; 3-6	700	Playground Association.	1,239.97	Private funds . . . . .	Mrs. F. W. Therkildson
Springfield . . . . .	46,921	10	5	10	6	1.30-5	75-100	Playground Committee.	368.00	Private funds . . . . .	B. B. McIntire
Troy . . . . .	6,122	1	1	0	0	9-5	50	Y. M. C. A. . . . .	7,007.60	Private funds . . . . .	Charles W. Cookson
Xenia . . . . .	8,706	1	1	0	1	Mornings and special hours during wk.	3,500	Board of Park Commis- sioners and Mill Creek Park Commission . . . . .	5500.00	Municipal and private funds	Ross McClure
Youngstown . . . . .	70,066	{ 14 9	17 9	14 11	10 4	8	296	Playground Association.	400.00	Private funds . . . . .	A. L. Button
ОКЛАХОМА Oklahoma City . . . . .	64,205	1	1	2*	0	8-12; 3-6	150	Playground Association.	645.97	Private funds . . . . .	Mrs. C. H. Everest
OREGON Salem . . . . .	14,094	1	1	1	0	10-8	125	Playground Association.	9,107.50	Municipal and private funds.	E. T. Moores
PENNSYLVANIA Allentown . . . . .	51,913	9	6	7	6	9-5	1,950	Park Commission and Playground Ass'n . . . . .	14,000.00	Municipal and private funds.	Marian L. Ruhe
Beaver Falls . . . . .	12,191	1	0	1	1	1-5	100	Chamber of Commerce and Board of School Directors . . . . .	1,043.03	Municipal and private funds.	Clyde C. Green
Braddock . . . . .	19,357	5	0	17	0	3	1,000- 2000	Woman's Club . . . . .	225.00	Private funds . . . . .	Mrs. J. H. Borland
Bristol . . . . .	9,256	2	0	4	2	3	375	Playground Association.	200.00	Municipal and private funds.	Louise D. Boggs
Butler . . . . .	20,728	2	1	2	0	6	199	Woman's Club, School Board and Y. M. C. A.	300.00	Private funds . . . . .	Mrs. L. L. Doane
Carlisle . . . . .	10,303	2	0	2	0	5	200	Civic Club . . . . .	700.00	Municipal and private funds.	Mrs. E. W. Biddle
Charlatoi . . . . .	9,615	1	1	1	1	10	200	Playground Association.	2,309.43	Municipal and private funds.	E. F. Krahmer
Chester . . . . .	38,537	7	1	15	6	9-12; 1.30-5	97	Playgrounds Association	1,050.00	Private funds . . . . .	Mrs. H. C. Cochrane
Clairton . . . . .	3,326	1	0	1	1	8 a.m.—dark	95	Carnegie Steel Company Trustees of Blanche Burpee Public Playgd.	507.55	Private funds . . . . .	John C. Swartley
Doylestown . . . . .	3,304	1	0	1	1	10	500	City . . . . .	2,500.00	Municipal funds . . . . .	Frank D. Bishop
Easton . . . . .	28,522	2	2	0	0	9-6	400	Bd. of School Directors.	1,454.47	Municipal funds.	W. J. Flynn
Erie . . . . .	60,323	4	5	4	3	7	200	Playgrounds and Civic Association . . . . .	1,000.00	Private funds . . . . .	Mrs. Minnie F. Vogle
Greensburg . . . . .	13,012	3	1	4	2						

\* Trained volunteers



PENNSYLVANIA—Cont. Pittsburgh..... Pittsburgh, N. S.....	533,905	{ 32* 26	22 20	30 126	11	9 a.m.—10 p.m. (some) 9-12 (others) all day and 7-9 p.m.	11,998 8,500	Playground Association. Playground and Vacac- tion School Association of Allegheny.....	81,358.72 26,600.00	{ Municipal and private funds	1896	Beulah Kennard
	9,058 6,042	1 1	0 0	1 2	0 1	7-9 p.m. 5	200 78	Playground Association. School Board.....	500.00 180.00	Private funds... Municipal and private funds...	1913	Mrs. John Cowley
Punxsutawney.....	96,071	7	8	10	1	(some) 9-5 (some) 9-9	2,653	Playground Association.	5,218.16	Municipal and private funds...	.....	Mrs. J. P. Wilson
Reading.....	5,408	1	2	3	0	2-6; 7-8.30	110	Village Improvement Association and Y. M. C. A.....	500.00 2,000.00	Municipal and private funds...	1905	R. S. Penfield
Ridgeway.....	5,903 129,867	1 8	3 4	0 12	0 2	8 a.m.—9 p.m. (1) 9.30-6 (1) 9.30-9 (1) 9.30-6; 7-9 four nights per week. (1) 9.30-6; 7-9 two nights per week.	300 1,344	Playground Association. School Board.....	4,292.03	Private funds...	1903	Wellington M. Bertolet
Rochester.....	15,270	3	4	2	0	9-5.30	675	Playground Association.	1,261.32	Private funds...	1911	George T. Van Aken
Scranton.....	2,612	1	1	0	1	9-12	75	Parent-Teachers' Ass'n.	280.00	Private funds...	1913	William S. Taft
Sharon.....	14,246	1	0	1	0	3	100	Civic Club.....	1,472.68	Municipal and private funds...	1910	Esther M. Sinn
Somerset.....	18,778	6	2	11	1	9-5.30	350-600	Playground Association.	535.00	Private funds...	.....	Mary W. Devitt
Steeleton.....	11,767	1	1	4	1	9-9	150	Playground Association.	1,800.00	Municipal and private funds...	.....	Mrs. E. E. Kiernan
Washington.....	67,105	7	5	6	2	9-12; 2-4	2,135	Playground Association.	1,000.00	Private funds...	.....	Mrs. John M. Heagy
West Chester.....	31,860	{ 1 1 1	2 1 2	1 1 3	1 1 1	9-12; 7-9 9-7 9-12	400 250 85	Brandon Park Commis- sion..... Home Club..... Home and School League	450.00 85.00	Municipal and private funds	.....	E. F. Westlake
Wilkes-Barre.....	6,133	3	2	2	1	6-8	283	Webster School..... Borough, Westinghouse Air Brake Company, Y. M. C. A.....	1,128.21	Municipal and private funds...	.....	Jane R. Baker, M.D.
Williamsport.....	985 44,750	1 1	1 1	1 1	0 1	10 9-12; 1-9	174 100	Playground Association. Woman's Club.....	700.31 558.43	Private funds... Municipal and private funds...	.....	Wm. A. Rogers
Wilmerding.....	4,500	1	0	2	0	3	130	Garden and Playground Association, Lonsdale Company.....	440.00	Private funds...	1913	George R. Fleming
Wyomissing.....	27,149	5	5	6	0	9-12; 2-5	451	School Department....	1,800.00	Municipal funds...	1911	Mrs. N. C. Chatham
York.....												
* Of these 5 are recreation parks, 8 vacation schools, 11 small playgrounds, and 8 gardens.												



# WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Playground Was Established	Sources of Information
			Men	Women								
RHODE ISLAND—Cont.	51,022	4	4	0	0	9-5	.....	City Council.....	\$ 706.49	Municipal funds.	1910	Charles P. Hall
	Fawcett.....	21	25	54	15	(Play) fields 1-5	5,786	Board of Recreation....	26,000.00	Municipal and private funds..	1906	Joseph J. McCaffrey
	Providence.....					(Play) fields 10-5						
Westerly.....	8,096	1	1	1	0	8-12; 1-5	121	Public Playground Association.....	3,497.80	Private funds...	1913	Harvey C. Perry
SOUTH CAROLINA												
Charleston.....	58,833	1	1	1	0	All day	200	Board of Municipal Playground Comm....	1,500.00	Municipal funds.	1910	T. J. McCarty
SOUTH DAKOTA	10,753	5	0	1	5	8.30-4	200	Board of Education....	1,100.00	Municipal funds.	.....	Henry C. Johnson
TENNESSEE	8,548	1	0	1	0	9	45	United Charities.....	175.00	Private funds...	1911	Jessie B. Atkins, M.D.
	Clarksville.....	{ 18	16	3	8	10	.....	Board of Park Commissioners.....	152,000.00	{ Municipal and private funds	1901	John S. Lewis J. A. Carter
	Nashville.....	{ 1	4	2	2	2-9	139	Private Committee....	891.41			
TEXAS	92,104	1*	1	2	1	14	657	Park Commission.....	65,832.30	Municipal and private funds..	1909	Edward A. Werner
	Dallas.....	{ 16	0	16	0	3-4.30 and 2 hrs. Sat.	.....	School Board.....	800.00	{ .....	1913	J. K. Staples
Houston.....	78,800	{ 1	0	1	0	3-6	.....	Allen School Mothers' Club.....	1,400.00			
UTAH	92,777	{ 2	3	3	0	10-8.30	1,053	City Commission.....	2,650.00	{ Municipal and private funds	1910	Kate Williams
	Salt Lake City.....	{ 5	0	7	0	10-6	278	School Board and Playground and Recreation Association.....	1,051.00			
VERMONT	4,883	1	0	1	1	6	150	Municipality.....	600.00	Municipal and private funds..	.....	Edward Kirkland.

## VERMONT—Cont.

Bennington.....	6,211	1	0	1	1	(Summer) 2-5; 6.30-8.30 (Winter) 4-6; 7.30-8.30	159	Civic League.....	1,602.17	Municipal and private funds..	1910	Hilda Pratt
Brattleboro.....	7,541	1	0	2	1	3	27	Free Kindergarten.....	80.00	Private funds...	1900	Mary F. Fitts
Montpelier.....	7,856	2	2	2	0	9-12; 1.30-4	427	Woman's Club.....	275.00	Private funds...	1912	Mrs. F. Blanchard
VIRGINIA												
Lynchburg.....	9,494	1	9	0	3	9-9	350	Y. M. C. A.....	2,540.00	Private funds...	1912	Maurice C. Salassa
Norfolk.....	67,452	4	4	6	3	{ 2.30-6.30 (Sat.) 9-11	649	Playground Commission	3,260.00	Municipal funds.	1913	Helen C. Whitehead
Richmond.....	127,623	{ 11 3	5 1	19 3	10 3	{ 9-12; 4-7 8-10; 4-7.30	1,666 360	City of Richmond..... Individual.....	7,500.00 2,500.00	{ Municipal and private funds	1904	Charles A. Taylor
WASHINGTON												
Everett.....	24,814	1	2	0	1	13	200	Board of Education.....	1,400	.....	.....	D. B. McIlvray
Port Angeles.....	2,286	2	1	2	0	9-12; 1-5; 7-9	4,000	Playground Association	235.00	Private funds...	1913	Herman Anderson
Seattle.....	237,194	12	14	7	20	9-9	2,035	Board of Park Commis- sioners.....	175,996.23	Municipal funds.	1908	J. H. Stine
Spokane.....	104,402	6	4	6	6	8 a.m.-10 p.m.	60	Board of Park Commis- sioners.....	.....	Municipal funds.	1913	B. A. Clark
Walla Walla.....	19,364	2	0	2	...	Afternoons	75	Woman's Park Club....	2,250.00	Private funds ..	1909	Grace Isaacs
WEST VIRGINIA												
Martinsburg.....	10,698	1	0	2	0	7	200	Stone House Settlement Committee of Mothers' Clubs.....	1,500.00	Private funds...	1912	Vivie Souders
Morgantown.....	9,150	2	1	1	0	9-12; 1-5 8-9	1,000	Playground Association	975.00	Private funds...	1913	Lenna Lowe Yos
Wheeling.....	41,641	3	4	4	2	1.30-8	258	Volunteer Committee and Bd. of Education.	2,000.00	Municipal and private funds.	1939	J. C. McKinley
WISCONSIN												
Janesville.....	13,894	2	2	0	0	9-12; 2-5.30 6.30-dark	585	Board of Park Commis- sioners.....	737.75	Municipal and private funds..	1913	Henry S. Lovejoy
La Crosse.....	30,417	3	4	1	2	6	300	Board of Education.....	1900.00	Municipal funds.	1911	J. H. Forrer
Madison.....	25,531	3	3	2	0	8	4,206	{ School Board and Park Board	900.00	Municipal funds.	.....	Frank J. Winters
Milwaukee.....	373,857	{ 14 5	24 50	16 59	10	{ 9-12 1.30-5.30 6.30-9.30 4-6; 7-9.30 Alternate af- ternoons and mornings	700	People's Club.....	57,000.00	Municipal funds.	1912	Harold O. Berg
Prescott.....	936	1	0	1	...	7	250	City Council.....	35.00	Private funds...	1911	Mrs. Caroline Babbidge
Racine.....	38,002	4	2	4	2	All day	2,371.10	Municipal and private funds..	2,371.10	Municipal funds.	1909	H. C. Denny
WYOMING												
Laramie.....	8,237	1	1	0	2	All day	2,160.00	Municipal funds.	2,160.00	Municipal funds.	.....	Wm. M. Sinclair

\* In addition there are 3 play parks as yet undeveloped.

## WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of		Care-takers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Was Established	Sources of Information
			Men	Wo- men								
CANADA												
Belleville, Ont. ....	9,850	2	0	4	0	(1) 10-12; 2-6 (1) 1.30-6	75	East and West Belleville Women's Institutes....	\$ 1,410.00	Municipal and private funds..	1913	Mrs. James C. Balis
Brandon, Man. ....	13,837	2	1	0	0	8	250	Playground Association.	300.00	Municipal funds..	1913	Robert Warren
Brockville, Ont. ....	9,372	1	0	1	0	5	280	Community Y. M. C. A.	460.00	Private funds...	1913	W. H. Wood
Calgary, Alta. ....	43,665	2	2	2	2	8	243	Protestant Public School Board.....	51,098.99	Municipal funds..	1913	J. T. Macdonald
Charlottetown, P. E. I.	11,198	2	1	1	2	(1) 2-5 (1) 2-5; 6-8	140	Y. M. C. A. ....	145.00	Private funds...	1913	C. J. Reily
Halifax, Ont. ....	46,601	6	1	8	4	6	370	Local Council of Women	962.00	Municipal and private funds..	1905	Mary Ritchie
Montreal, Que. ....	466,197	9	9	19	1	6	1,850	Parks and Playgrounds Association.....	11,592.20	Municipal and private funds..	1903	T. McCance Black
Ottawa, Ont. ....	86,340	6	4	5	0	8	1,200	Playgrounds Association	2,700.00	Municipal and private funds..	1912	J. C. Spence
St. John, N. B. ....	42,499	6	13	1	6	9-5	1,200	Playgrounds Association	3,800.00	Municipal and private funds..	1907	A. M. Belding
Stratford, Ont. ....	12,929	2	0	2	2	9.30-12; 2-5	100	Committee of Citizens..	425.00	Municipal and private funds..	1912	Sarah E. Orr
Toronto, Ont. ....	376,240	7	8	15	7	9 a.m.- 9.30 p.m.	3,213	Parks Department.....	20,125.00	Municipal and private funds..	1910	S. H. Armstrong
Truro, N. S. ....	6,107	9	0	36	9	9-12; 2-5	963	Public School Board....	3,100.00	Private funds...	1913	Mrs. John Stanfield
Vancouver, B. C. ....	100,333	5	3	6	6	2-9	1,500	Local Council of Women Park Board, School Board.....	9,600.00	Municipal and private funds..	1912	G. S. Maxwell
Winnipeg, Man. ....	170,000	18*	28	23	19	18	5,000	Playground Commission and Park Board.....	12,323.76	Municipal funds..	1908	M. K. Knowles

\* In addition 6 skating rinks are being maintained at a cost of \$3,000.



# WHAT SMALL COMMUNITIES ARE DOING

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of Caretakers		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established	Sources of Information
			Men	Women								
CALIFORNIA												
Coalinga.....	4,199	1	0	1	0	7	30	Women's Club.....	140.69	Private funds...	.....	Mrs. A. T. Borat
Kentfield.....	130	1	0	1	1	2-6	.....	Tanapais Centre Wo- man's Club.....	.....	Private funds...	1910	Jessie Hanna
CONNECTICUT												
North Stonington.....	1,240	1	0	2	0	2-5 p.m.	25	Individual.....	82.82	Private funds...	1910	Frederic M. Hollister
Windsor Locks.....	3,715	1	1	1	1	10-9.45	200-300	Park Committee.....	633.80	Private funds...	.....	Mary C. Burnap
DELAWARE												
Henry Clay.....	835	1*	1	2	1	9-12; 3-10	50	Private individuals repre- senting Du Pont Pow- der Mills.....	.....	Private funds...	1913	Irene Earll
IDAHO												
Idaho Falls.....	4,827	1	2	0	0	10-12; 2-5 7-9	.....	Child Welfare Club.....	1,400.00	Municipal and private funds...	1913	Mrs. E. M. Holden
ILLINOIS												
Princeton.....	4,131	1	0	1	0	9-11.30; 1-5 7-9	300	United Charities.....	150.00	Private funds...	1913	Harriet M. Owens, M. D.
IOWA												
Humboldt.....	1,809	1	1	1	0	9-11.30; 3-6 7-9	80	Playground Association.	409.42	Private funds...	1913	Mrs. Laura C. White
KANSAS												
McPherson.....	3,546	2	1	1	0	2-5.30	23	Playground Committee.	82.00	Municipal and private funds...	1913	Eunice Cripe
MAINE												
Kennebunk.....	3,099	1	1	0	0	(Summer) 9-11; 2-5 7-10 (Winter) 2-5; 7-10	125	Y. M. C. A. and Local Advisory Committee...	.....	Private funds...	1912	C. F. Hosmer
MASSACHUSETTS												
Canton.....	4,797	1	1	0	0	7	75	Playground Association.	1,500.00	Private funds...	1913	G. M. MacVicar
Manchester.....	2,673	1	1	0	0	8 a.m.-9 p.m.	80	School Committee.....	600.00	Municipal funds...	1910	Waldo H. Tyler, M. D.
Pepperell.....	2,933	1	1	0	1	9-12; 1-6	40	Playground Commission	100.00	Municipal and private funds...	1913	Dudley R. Child

\* Center is known as Hagley Community House.

# WHAT SMALL COMMUNITIES ARE DOING—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees Exclusive of Caretakers		Caretakers	Hours Open under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Established	Sources of Information
			Men	Women								
New Jersey												
Bernardville.....	1,350	1	1	0	0	10-5	62	Social Workers' Association, St. Bernard's Church and Special Playground Committee				
Glen Ridge.....	3,260	1	2	2	0	9-11.30; 2-5	67	Playground Association.	426.00	Private funds...	1913	Mrs. R. V. Lindabury
Madison.....	4,659	2	2	2	2	9-5.30; 8-10.30 p.m.	180	Playground and Recreation Com. of the Thursday Morning Club...		Private funds...	1912	Mrs. Louis Hinrichs
Ridgefield Park.....	1,950	1	1	0	1	9-12; 2-5	135	Village Improvement Society.....	800.00	Municipal and private funds.	1908	Mrs. J. J. Humbert
Scotch Plains.....	515	1	1	0	1	9-12; 1-5	30	Memorial Parish House.	211.00	Private funds...	1913	Mrs. William Hacker
New York												
Dobbs Ferry-on-Hudson.....	3,455	1	1	2	0	All day	100	Individual.....		Private funds...	1909	Mrs. F. Q. Brown
Goshen.....	3,081	1	0	2	0	5	50	Playground Association.	300.00	Private funds...	1912	Mrs. P. V. D. Gott
Hastings-on-Hudson..	4,552	1	1	1	0	4	50	Village Improvement Association.....	395.00	Private funds...	1910	Arthur Bruckner
Mineville.....	1,844	1	0	1	1	7a.m.-10p.m.		Co.....		Private funds...	1913	Marta Borkowska
Philmont.....	1,813	1	0	1	1	3.30-6 7-10 p.m. (Saturdays) All day (Sun.) 2-6 (Sun.) 2-6		Wetherbee, Sherman & Crusaders Hall.....		Private funds...	1911	Clara N. Harder
Sag Harbor.....	3,408	1	2	1	2	8a.m.-10p.m.	250	Mashashimuet Park and Social Center.....	11,189.59	Private funds...	1909	R. K. Atkinson
Westfield.....	2,985	1	0	1	0	4	30	Y. W. C. A.....	202.93	Private funds...		Marguerite Shepard
North Dakota												
Dickinson.....	3,678	1	0	1	1	9-11.30 2-5.30; 7-8	85	Equal Suffrage Club...	400.00	Private funds...	1912	Mrs. Alice C. Hunter
Grafton.....	2,229	1	1	0	0	9-12; 1-5; 7-9	120	Monday Night Club...	100.00	Municipal and private funds.	1911	Mrs. J. E. Gray
Ohio												
Lebanon.....	2,698	1	2	0	1	10-10	80	Civic Trust.....	22,500.00	Private funds...	1912	S. C. Britton







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	(Zabel)	
<b>Flute</b> 70026	<b>Wind Amongst the Trees</b> (Briccialdi)	<b>John Lemmone</b>
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## SOME NOTES ON THE CONSTRUCTION AND ADMINISTRATION OF SWIMMING POOLS

JOSEPH E. RAYCROFT, M.D.

Princeton University, Princeton, New Jersey

The past few years have seen a great increase in the interest in swimming, due to a growing appreciation of its value both as an exercise and as a useful accomplishment. This growth of interest in swimming has stimulated a demand for the construction of swimming pools in athletic clubs, Y. M. C. A.'s, schools, colleges, and playgrounds.

In the latter case in particular the development has been so rapid and the special problems so pressing that the following notes and suggestions have been compiled at the request of the secretary of the Playground and Recreation Association of America.

These statements are not regarded in any sense as the last word on the subject. Each institution has its own problem, upon the successful solution of which will depend the usefulness and value of the pool.

It is hoped that these notes may prove to be of use, not only in answering some of the questions of those who are responsible for planning and administering swimming pools, but also for suggesting questions that must find a correct solution in order that the financial outlay may be justified by a plant which will give efficient service.

There have been more sins of omission and commission in the construction of swimming pools than in any other item of equipment for playground or gymnasium.

**Common Mistakes** Some of the common mistakes which have been repeated singly or in groups in many pools in the country may be noted:

(1) The selection of a bad location—not infrequently in a basement in which the ventilation is inadequate and which is inaccessible to sunlight or even daylight

(2) Bad type of construction, so that it is difficult or impossible to keep the pool and its surroundings in a sanitary condition

(3) Inadequate provision for ventilation

## CONSTRUCTION OF SWIMMING POOLS

(4) No provision for filtering or sterilizing the water in the pool

(5) Insufficient water supply, openings for supply and escape too small, or inadequate facilities for heating so that an undue length of time is required to empty, clean and refill the pool with warmed water

(6) No hose connection with hot and cold water for use in washing the pool

(7) Dimensions that are unusual and difficult to measure for competitive activities, e. g., length 40, 50 or 80 feet

(8) Inadequate and badly located shower baths

(9) No office for swimming instructor or supervisor when he is not teaching

The reappearance of one or more of these mistakes in so many pools is due in some measure to the fact that there is little organized and detailed information on the subject available. In many cases the swimming pool has been planned with an eye to water-tight construction and good artistic effect—both important considerations—but with a complete lack of appreciation of the requirements of modern sanitation and administrative measures. In other words, swimming pool construction up to the present has been predominantly an architect's problem rather than a problem in which factors of sanitation, teaching, and administration have been recognized as of fundamental importance.

The questions of size and depth will be governed by local conditions in each case, (1) the number of people who will use the pool, (2) whether it is to be used by children and non-swimmers, (3) whether or not the pool will be used for swimming races or diving contests, and (4) the expense of water and heating.

The following discussion will deal with modern and approved examples of each type—outdoor pool, municipal bath, and pool in gymnasium. Variations from each type that have been found practicable in actual use will be noted and some of the reasons that have led to the adoption of a given variation will be stated.

It is to be understood that it is not practicable under the circumstances to make hard and fast specifications. Each pool



## CONSTRUCTION OF SWIMMING POOLS

must be designed in such a way as to adapt it for the particular function that it is intended to serve in its particular environment.

Certain fundamental points, however, regarding construction and administration will be emphasized as essentials in all swimming pools.

### DIMENSIONS

#### Size

Outdoor pools may be 75 to 150 feet long by 30 to 60 feet wide. It is desirable to have the length some number of feet which is a multiple of 3 and 5, such as 60, 75, 120, for convenience in measuring distances for competitive work. The width should not be less than 30 feet.

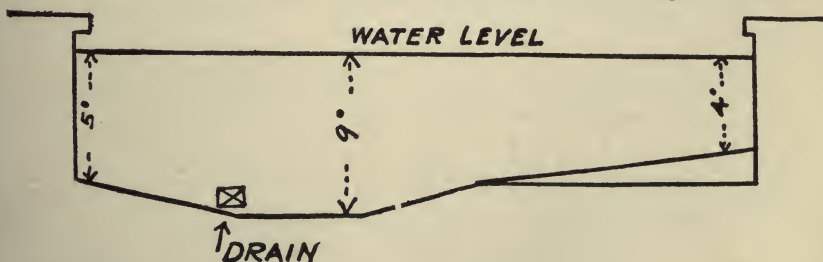
Indoor pools may be 60 or 75 feet in length and the width should not be less than 25 feet. For ordinary purposes an indoor pool 60 feet long and 30 feet wide is quite adequate. It is undesirable to have an indoor pool less than 60 feet or more than 100 feet in length.

#### Depth

This will depend upon whether the pool is to be used by adults only or by children and adults.

If the pool is to be used mainly by adults, it is desirable to have a depth ranging from 4 feet for the non-swimmers and learners to  $8\frac{1}{2}$  or more feet at the deeper end for diving. It should not be more than 4 feet deep at the shallow end nor less than 7 feet at the deeper end. If it is an outdoor pool and is to be used by children also, it has been found desirable to have at one end an area 12 inches in depth for children and then a gradual slope to a depth of  $8\frac{1}{2}$  feet at the deeper end.<sup>1</sup>

A special shape of the bottom which has been found of value in indoor pools may be considered useful in the smaller outdoor pools also. This has been called the "spoon shaped" pool. Its outline may be suggested by the following sketch.



<sup>1</sup> Fuller Park, South Park System, Chicago, Illinois

## CONSTRUCTION OF SWIMMING POOLS

This construction has a double advantage. In the first place, it gives the greatest depth of water at that point in the pool where it is most needed in diving—12 to 15 feet out from the spring board; and, second, it provides a ledge at the deep end upon which one may rest if necessary.

### DRAINAGE

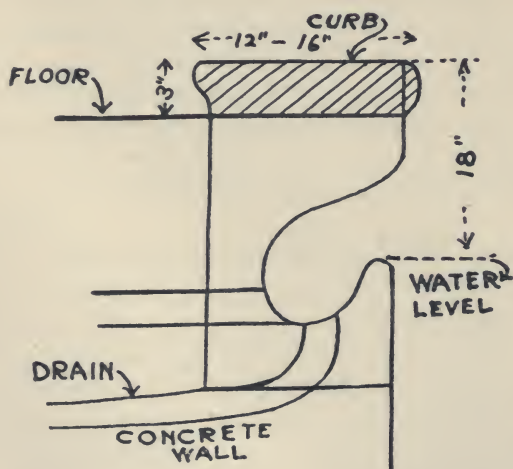
This is a very important matter. This fall ought to be three to four feet at least and the opening to sewer ample in size in order to get rid of the water rapidly. If the water does not pass off rapidly it often means that the pool is useless for one and a half or two days while the water is being changed. The relationship of the pool bottom and the sewer level ought to be carefully determined before the pool is built, so as to avoid expense of pumps for emptying the pool.

#### Material and Construction

The most satisfactory results are being secured with re-enforced concrete lined with glazed terra cotta bricks or tile.

The corners should all be rounded to favor ease in cleaning. It costs more to construct a pool in this way but it is much cheaper to maintain and it is much easier to keep in sanitary condition than one made of concrete and smooth plaster.

A continuous trough should be built at the water level the whole length of each side. This trough should be recessed so



that its front edge is flush with the inside wall of the pool. It should be supplied with drains leading off at intervals of ten to fifteen feet to a common drain. Such a trough serves the double function of a rail for support and of a spittoon. It is kept constantly flushed by the water which splashes over.

Various markings

## CONSTRUCTION OF SWIMMING POOLS

can be introduced into the tile linings, which will prove useful as warnings to swimmers that they are approaching the end, and in indicating certain depths and distances which are used for swimming races and in playing games.

The side wall of the pool should be extended at least three inches above the surrounding level in order to limit as much as possible the introduction of dirt from outside into the pool and the flowing back of water which may have splashed out. This coping should be not less than one foot wide, and it should be eighteen inches from the level of the water, if the pool is used for competitive work. The floor should slope away from the pool to drains placed at some distance from the curb.

### WATER-PROOFING

The construction of swimming pools so that they will be water-tight has presented more difficulties than any other point in construction. This is a factor of the greatest importance even in an outdoor pool in places where the water has to be paid for.

A water-proofing specification which has been frequently used and which has proved to be very satisfactory calls for Hydrex Felt laid in hot layers of Hydrex compound consisting of a specified number of alternating layers of each.

Another specification calls for "Black Diamond Brand" Felt, weighing not less than fourteen pounds per hundred square feet, laid in alternating layers with pitch distilled direct from American coal tar at a temperature of not less than 250° F., to be laid not less than 320 pounds for each hundred square feet.

**Other Suggestions** An outdoor pool in Belmont, Mass., was made water-tight by "puddling" the clay. This was covered afterwards with field stones of various sizes laid as close together as possible with the rough edges up, and these in turn were covered with clean gravel and beach sand. Without this layer of stone and gravel there would have been danger of the clay's going into solution into the water and making it muddy.

A layer of bricks covered with building paper, thickly tarred with asphalt, and then another layer of bricks and another layer of asphalt, and so on, secures excellent results.

Some indoor pools have been constructed of steel tanks



## CONSTRUCTION OF SWIMMING POOLS

lined with cement and glazed tile. This construction would naturally be considered in cases where the pool is not on the ground floor.

### SUPPLEMENTARY EQUIPMENT

#### **Shower Baths and Dressing Booths**

No swimming pool is complete without an adequate equipment of shower baths. The number required in a given instance will depend upon the number of people that use the pool.

In one outdoor pool<sup>2</sup> in which the attendance in two months, August and September, was 16,952 men and 2,464 women, there are 196 dressing booths connected with shower rooms for men and shower stalls for women.

#### **Water Heaters**

As a rule it is unnecessary to heat the water in outdoor pools, but it is very important from a sanitary point of view that the water for showers should be heated.

Water may be heated in either of two ways—introduce live steam directly into the shower mixer, or heat water in a special apparatus, and mix hot water with the cold in the shower.

#### **Filters**

Where the water for the pool is dirty or discolored it is very desirable to remove the matter in suspension by passing the water through a quartz sand filter—equipped if necessary with an apparatus for introducing a small amount of alum solution into the water to coagulate the organic material so that it will be more completely removed by the filter. This process is desirable both because it makes the pool more sanitary and because it makes it possible for the attendant to see the bottom of the pool at all times and lessens the danger of accidents.

Where the water has to be paid for and the expense of emptying the pool daily or at short intervals is too great, then the installation of a re-filtering and sterilizing plant should be considered. Such plants are in use at Brown University, Amherst College, and Columbia University. There is no reason why similar provision should not be made for outdoor pools, if the water is expensive.

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<sup>2</sup> Fuller Park, South Park System, Chicago

## CONSTRUCTION OF SWIMMING POOLS

### BATH HOUSES

Of course, there is no limit to the variation in types and sizes of bath houses. They may be made of wood, of a rough cast plaster on wire laths, or they may be elaborate and beautiful additions to the architecture of the city.

#### **A Public Bath in Brookline**

One of the first examples of the elaborate, public indoor bath in America was built in Brookline, Mass., about twelve years ago.

This is a T-shaped brick building, the cross-bar of the "T" being along a street; the other part extends back, and contains the swimming pool. The head house has a handsome main entrance in the center, with a vestibule, hall and waiting room. The main part of the building contains the natatorium, spectators' gallery, running track and dressing rooms. Around the swimming hall are forty-two dressing rooms, with a passage-way on either side, so that each room has a front door on the pool and a rear door on the encircling corridor. The stone floors of the passage-way and dressing rooms are kept warm by steam pipes underneath. At one end of the swimming hall are three rain baths, at the other two; these are for the preliminary cleansing bath required of all before entering the tank.

On the right of the entrance is the instruction room, containing a tank 22 x 10 feet, with water of an average depth of 3½ feet, six large (double) dressing rooms and a rain bath. On the left of the entrance is a large room containing six rain and footbaths, and three bath tubs with an over-head rain bath attachment, and nine dressing rooms. The rain baths are of the "Gegenstrum" pattern, and there are fifteen of them in the building, with space for three more when needed. The development of the slant shower or rain-bath system, has made possible a good bath that is quick, comfortable and effective.

A special feature of the new building, which is to be found in two of the best and newest establishments in Europe, is the passage-way before spoken of on both sides of the dressing rooms. This addition has the approval of Dr. Edward M. Hartwell, formerly director of physical training in the Boston schools, and has many advantages. Among these are, the convenience of keeping clean the passage-way around the tank, better ventilation of the dressing rooms and better order among the bathers.

## CONSTRUCTION OF SWIMMING POOLS

The entire first floor is of artificial stone. Steps of Tennessee marble lead into the water at the four corners of the large tank. Just above the water surface, around the sides of this, is placed a heavy brass guard-rail. An abundance of light is admitted from very large skylights in the roof, and windows in the gable end and in the gallery. The building is also well equipped with gas and electric lights. The spectators' gallery, also used as a running track, is reached by means of a stairway from the hall, or directly from the second floor room in the head house, 90 x 30 feet, which will be used for lockers and for gymnasium purposes. Two horizontal tubular boilers in the front basement furnish the steam to heat the entire building and the water. The building also contains a steam laundry for suits and towels, toilet rooms and other modern conveniences.

### **In Denver**

The main building of the recreation and bath house in Washington Park, Denver, Colorado, is 45 x 108 feet; the plunge-pool wing, 40 x 60 feet, extends close to the lake. The west wing of the main building contains lockers and dressing rooms for the men and boys; the east wing has the same for the girls. The office and waiting room are in the front section, having corridor connections with swimming pool, shower baths and toilet rooms. The waiting room is 20 x 36 feet, and contains a fireplace. The men's and boys' locker room is so constructed that it can be used as an assembly room, with a seating capacity of three hundred, when occasion requires. Shower rooms for men and women, girls and boys, are separate, so that private baths may be had at all times. Large open showers are provided at each side of the swimming pool. A boiler for heating the building is also provided.

### **The Carnegie Pool at Yale**

The Carnegie Swimming Pool at Yale University is one of the newest indoor pools, and has some admirable features. The pool is in a separate building connected with the gymnasium by a covered passage. It is 75 feet long, 30 feet wide, and 9 feet 6 inches deep at the deepest point, which is about 12 feet out from the end of the pool; that is, it has its greatest depth at the point where it is most needed in diving. There is a recessed trough at the water level, which serves as a rail and as a cuspidor. The arrangements for spectators are such that they are admitted to



## CONSTRUCTION OF SWIMMING POOLS

the galleries and do not occupy the space immediately about the pool. This plan prevents much of the contamination of the water by dirt brought from outside on clothes and shoes. The provisions for heating the water, for drainage, and for ventilation are particularly good.

### **New Plans for Chicago Pools**

The latest plans for swimming pools in the Chicago South Parks provide for two pools in each park. One 115 feet long and 44 feet wide varies in depth from an inch or so to four feet. There is at one end a series of seven steps which extend clear across the pool, which have a rise of five inches and a width varying from 30 inches to 15 inches. This arrangement makes an ideal provision for the children in the period between the wading pool and the real swimming pool stages when they are learning to swim. There is a second pool provided for those who can swim. This pool is 60 feet long by 44 feet wide. The depth is 8 feet throughout, allowance being made for drainage. These new pools are built of concrete lined with glazed tile, have round corners, over-flow troughs on the sides, and are supplemented by a booth house that has bath and dressing accommodations for 190 people in a single period. Among the many excellent features of these plans, there is one that is worthy of special notice from a sanitary point of view; that is, a special examination room through which the bathers must pass to get their swimming trunks or suits in going from the dressing rooms to the shower baths on their way to the swimming pools. The advantages of this arrangement from a sanitary and administrative point of view are obvious.

It is sometimes planned to use the building containing the swimming pool as a skaters' rest in winter. Of course, sufficient heat to make it comfortable in the coldest weather is necessary in this case. An open fireplace has been found a delightful addition in some cities.

It has been found in some places wise to have the doors of the dressing rooms in public baths come clear to the floor in order to prevent petty thieving.

### ADMINISTRATION

#### **Hours**

Outdoor pools are ordinarily open from eight o'clock in the morning until ten o'clock at night. Generally a teacher of swimming is in at-

## CONSTRUCTION OF SWIMMING POOLS

tendance for certain hours of the day when the crowds are greatest. Many municipalities have found it wise to have certain days set aside for women and girls and others for men and boys. In several communities certain days for mixed bathing or for families have proved immensely successful.

In the South Parks in Chicago the hours are from ten a. m. to ten p. m. Groups are admitted every hour for the entire process of marching in, receiving suit and towel, changing street clothes for bathing suit, the cleansing bath before entering the pool, the swim, dressing and retiring to make way for the next group. These groups are limited to 200 in the larger pools. Girls and women are given exclusive use of the pools two days and two nights each week. Two days are consumed in most of the pools for cleansing purposes, thus boys and men are given three days and three nights each week. The general practice is to keep small boys out of the pools at night so that a greater number of men may be served. No emphasis is placed upon instruction in swimming for any of the groups. The vigilance, energy and skill of those in immediate charge of the pools (two or three life guards and two or three booth attendants, according to size of pool, and one head attendant) are taxed in routine operation. It is a common experience to handle as many as 1,500 to 2,000 bathers in one day; thus the emphasis in management is placed upon the safety, comfort, and rapid handling of the multitude, rather than upon teaching a few to swim by approved strokes. Non-swimmers are the exception among the boys, and a very large proportion of the girls are able to swim at the end of the season. No charge for suit or towel is made, the entire service being free to every group.

In indoor pools the problem is a different one, and the program of hours and work will be governed by conditions in each place.

### Activities

All sorts of aquatic sports may be encouraged in the swimming pool. Some pools forbid diving; but the general experience is that diving, speed swimming, fancy swimming, tub races and "stunts" add to the enjoyment of the swimming pool and increase of patronage.

## CONSTRUCTION OF SWIMMING POOLS

### Supervision

As with all recreation, so with swimming pools, supervision is absolutely essential to success. In some cities this takes the form of attendants who are responsible for keeping the shower baths clean and assisting the patrons when necessary; but, if possible, a good swimming teacher should be in attendance. There should always be some one who could act as life-saver, if necessary. In the New York public baths this work is done by the United States Volunteer Life Saving Corps and the Women's Life Saving Corps. In any case, the bathers in public baths should never be left unprotected.

In order to keep the life guards in efficient and responsive condition, the following daily practice was ordered at the South Parks in Chicago:

### SOUTH PARK COMMISSIONERS

### DIVISION OF FIELD HOUSES AND PLAYGROUNDS

### GENERAL LETTER

June 3, 1911

To Directors:—

Please observe the following in relation to swimming pool operation:

(1) See that the full number of life-savers are on duty at every session of use of the pool by boys, girls, men or women. Strict attention to duty must be the thought and attitude of every life-saver.

(2) See that every man is properly dressed to go into the water at a moment's notice. The one-piece bathing suit and bath robe must always be worn by life guards.

(3) See that all life buoys are in a serviceable condition and are not tied to lamp posts.

(4) Give general direction or detail one of your men capable of giving personal direction, to the following drill by each and every life-saver:

(a) Swim the length of the pool at speed. Make a race of this event for all life-savers to see who is the fastest swimmer.

(b) Dive from the edge of the pool and take from bottom a five-pound weight at the deepest point.



## CONSTRUCTION OF SWIMMING POOLS

(c) Tow a non-resisting man sixty feet by one of the methods taught by Corsan.

(d) Practice lifting a non-resisting person from the pool without injury to the person being lifted out of the water. Use the Corsan method.

(e) Swimming on surface, plunge to bottom at deepest point and pick up a five-pound weight, bringing same to the surface.

(f) Practice breaking away, by Corsan method, from any reasonable grasp a drowning person might secure on a life-saver.

(g) Go through the Schaefer method of resuscitation.

(h) Run once around the pool in the sand for improving the wind.

(5) See that the above drill is practiced every day, except Sundays, and on days when the pool is empty for cleaning purposes.

(6) To facilitate the drill close the pool to the public on days of drill at 11.30 o'clock. Practice from 11.30 to 12, and send men to lunch from 12 to 1 o'clock. Resume operation of pool at 1 o'clock.

(7) Let the number using the pool at any one session be limited to seventy-five people to each life-saver.

(8) Report to the proper authority the case of any life-saver who seems unable to perform any one of the tests outlined above.

In an indoor pool in which the daily attendance is not more than 400 or 500, two instructors or attendants are sufficient to teach the classes and to maintain adequate supervision.

## BATHING SUITS

Trunks or bathing suits are required in outdoor pools. These articles should be furnished by the management with or without (preferably without) charge, according to conditions. This makes it possible to wash and sterilize the suits before they are used again. Further, it insures the use of clean suits and lessens the amount of bacterial contamination of the water.

It is preferable in all cases where conditions will permit to prohibit the use by men and boys of suits or trunks in indoor pools.

# CONSTRUCTION OF SWIMMING POOLS

## SANITATION

With the great increase in the use of swimming pools during the past few years there has arisen a larger realization of the importance of maintaining good sanitary conditions in and about swimming pools. Consideration of this question falls naturally into three divisions:

First: The location of the pool, the character of its surroundings and the type of contamination. These points have been discussed in the foregoing pages.

Second: Administrative measures minimizing the amount of bacterial contamination by:

1. Requiring each bather to take a thorough bath with soap and warm water before entering the pool—this under careful supervision

2. Furnishing clean bathing suits to the bathers; or, better still, allowing boys and young men to go without suits or trunks when using the pool.

These two measures will do much to lessen the number of bacteria that are introduced into the water by the bathers.

Third: Measures for keeping the pool clean and the water in it sterile.

It is necessary to empty the swimming pool and to scrub it out thoroughly at regular intervals—the length of which will depend upon the local conditions, the amount of suspended matter in the water, the number of persons using the pool. The swimming pools in the Chicago South Parks are emptied twice a week—or oftener, whenever the number of bathers equals one to each 100 gallons of water in the pool.

**Sterilization with Calcium Hypochlorite** It has been demonstrated that the water in a pool can be kept sterile with a little care and at a very small expense by the use of regular doses of calcium hypochlorite (bleaching powder). This substance is an effective sterilizing agent if used in the proportion of one part to one million parts of water. If conditions are such that the water can be changed daily, the sterilizing substance is not so necessary. If, however, the pool is emptied less often, then the bleaching powder must be used. The frequency of the doses will be determined by the character of the water, the number of persons using the pool, the frequency with which

## CONSTRUCTION OF SWIMMING POOLS

the water is changed, and finally, and most important, by a reliable bacteriological examination of the water with especial reference to the determination of the number of *B. Coli* present. These examinations should be repeated in each pool a sufficient number of times to give a reliable picture of the increase in the bacterial content and to serve as a basis for formulating a regular program for the use of the sterilizing agent.

Where the water is expensive it will be found an economical measure to install a re-filtering plant which can be kept in operation all the time that the pool is being used. The capacity of the pump and filter should be governed by the capacity of the pool, so that the entire amount of water can be sent through the filter at least every two days. This procedure will keep the water entirely clear for a long time, but it does not remove all the bacteria that may be in the water.

It is necessary, therefore, under the above conditions to install an apparatus which will discharge a measured amount of the calcium hypochlorite solution into the stream as it passes into the pool. In this way, the suspended matter in the water is entirely removed, the water is kept clear, and, most important of all, the water is kept sterile.

Where such an apparatus as that described above cannot be, or is not, installed, the water can be dosed in the following way: Fill cheese cloth bags with the bleaching powder—one pound to 100,000 gallons of water (one part to one million) and drag the bags along the surface of the water until the chemical is all dissolved.

A dose of this size is effective in most cases for twenty-four to forty-eight hours, when it must be repeated. Generally speaking, it is better to use small doses daily than to use big doses less frequently. This is true not only because the large doses may cause a slight taste or odor in the water, which makes it unpleasant, but also because the smaller doses at shorter intervals keep the water more evenly sterilized.

Cost of installing and maintaining the special apparatus necessary for pumping and refiltering the water:

In one institution—capacity of pool 50,000 gallons	
Installation .....	\$1,000
Maintenance .....	285
Capacity of Pump .....	50,000 gallons daily



## CONSTRUCTION OF SWIMMING POOLS

In another—capacity 260,000 gallons

Installation .....\$2,800

Maintenance (Apparatus installed too recently to  
make figures available)

Capacity of Pump .....5,000 gallons per hour

### ATTENDANCE

No activity of a gymnasium, playground or recreation center is surer of never-failing popularity than the swimming pool. The total attendance from June 1st to September 25th at Lawrence Park, Pittsburgh, was 45,165. This pool was not open evenings. At Ormsby Park the attendance was 62,975. In Burnley, England, the attendance in 1910 was 150,000. In the twelve Chicago South Parks the attendance in 1911 ranged from 19,400 in Fuller Park during August and September to 103,166 in Ogden Park during the season.

### COST OF CONSTRUCTION

This varies so much according to the type of outdoor pool, natatorium, or bath house, that it is difficult to give a general estimate. A pool 20 x 50 feet may be built for from \$2,000 to \$5,000. The stucco building in the Sixth Ward in Minneapolis, where the pool holds 55,000 gallons, where the building is fire-proof, with forty dressing rooms, and the water heated by steam jets, cost \$20,000. A building in Denver cost \$17,500 for the site and \$72,500 for building construction. The Brookline, Mass., pool cost \$50,000 not including the land. The new outdoor pools in the Chicago South Park system cost with booth houses \$71,500.

### COST OF MAINTENANCE

The cost of maintaining one open-air swimming pool in Pittsburgh from June first to September fifteenth was \$987.78, while another cost \$930.31. The committee's estimate of the Brookline pool for 1901 was: wages \$5,150, fuel \$1,500, lighting \$500, bathing suits and towels \$150, repairs \$250, miscellaneous supplies \$150, contingencies \$300, special repairs \$1,052—total \$9,052. Three pools in Washington, D. C., located near each other cost \$4,830 a year. In Ogden Park, one of the South Park system in Chicago, the expenses from June 15th, to September

## CONSTRUCTION OF SWIMMING POOLS

10th, 1913, were \$2,696.42; divided as follows: salaries \$1,153.16, general expenses, including annual repairs to pool, \$583.26; light, heat, towels, soap, suits, \$960.00. This made an expense of \$.0316 for each of the 84,583 individuals who used the pool during the season.

### ADDITIONAL POINTS REGARDING INDOOR POOLS

**Temperature of Water** Temperature of the water should be from 74 to 76° F. The temperature of the room should be from 82 to 86° F. If it is heated by direct radiation, the steam coils must be recessed and protected by gratings so as to prevent burns.

**Light and Ventilation** Provision should be made for adequate ventilation and for the admission of as much sunlight as possible. The ceiling should not be less than fifteen feet from the floor. The floor should be pitched so that the water will flow away from the pool to drains placed at a distance. The pool should be so placed with reference to the walls that there is a minimum of four feet clear space on one side and on one end and not less than ten feet at the other end and as much as possible on the other side.

**Spectators** Adequate provision should be made for the accommodation of spectators by means of a pitched gallery if there is room for one, or, but this is less desirable, on the floor on the same level as the pool.

**Showers** There should be adequate water supply for the shower baths and they should be located so as to permit the instructor or attendant to supervise their use by those who are preparing to enter the pool. It is very desirable to have a urinal installed as a part of the shower and toilet equipment in the men's natatorium.

**Steps into the Pool** Marble steps should not be built in the pool. Ladders of two-inch pipe, one on each *side* at both ends of the pool, are better. Don't put ladders or steps on the *end* walls. Make them removable for competitive work. It is very desirable to have a spray installed at the shallow end opposite the overflow which can be used to cleanse the surface of the water by creating a current into the drain troughs at the sides and also for replacing the water that may have been lost through splashing into the trough.

## PLAYGROUND SURFACING

### **Entrance for Spectators**

Arrange entrances to the natatorium so that spectators will not be obliged to pass through the locker room or use the same entrance that is used by the swimmers.

### **Filters**

The expense of installing a continuous filtration plant, including pump, quartz beds, complete with a capacity of forty or fifty thousand gallons per day, varies from \$1,000 to \$3,000.

The installation of a vacuum cleaner in pools where the water is refiltered will make it possible to clean the sediment from the bottom of the pool. Water removed by this process may be returned to the pool through the filter.

The observance of the points mentioned above will result in economical construction and efficient administration; and will do much to remove the causes for the fear that swimming pools, used by many persons under prevailing conditions, may be agents for spreading contagious diseases.

## PLAYGROUND SURFACING\*

W. D. CHAMPLIN

Executive Secretary, Board of Recreation, Philadelphia, Pa.

In discussing playground surfacing, we have the same considerations as in all other subjects—finance, initial cost, durability, maintenance.

### **Grass Surface Ideal**

In discussing the kind of surface for a playground, I am sure we are all agreed that a grass surface is ideal,—it is delightful to the eye, it is decorative, it produces a soft soothing atmosphere which is restful even on the hottest day. But what of its durability and maintenance? On a playground patronized by a large number of people, it is simply impossible. In Berlin, Germany, on a park playfield, play is permitted only three days a week, for the purpose of protecting the grass, but we cannot subscribe to such a condition, we must have our playgrounds in operation at least six days per week, in many cases seven, and fourteen hours a day. We must, therefore, give up our grass ideal, knowing that it

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 7, 1913



## PLAYGROUND SURFACING

very soon degenerates into a mud field during wet weather, and creates clouds of dust during dry weather.

### **Adapting the Surface Found**

As a grass surface does not seem possible, we may consider the treatment of any surface which we happen to have. We have all read of various compositions designed for road building, in which claims are made for binding qualities and the elimination of dust. I have no doubt each one will serve as asserted, but road surfacing and playground surfacing are not in the same class; the requirements for one are quite distinct from those for the other. Road surfacing requires a hard, smooth, non-resilient surface to withstand traction friction. Playground surfacing should be soft, porous, yet firm enough for players to run and romp about on without digging holes or creating clouds of dust. Many of these road building compositions are of oil ingredients and if used on some surfaces, immediately make the use of the playground impossible for several days, until the surface has absorbed it. If used on a clay or other loam surface the oil creates a crust varying in thickness, which is very readily broken through and, during a protracted dry spell with the wear and tear of large groups playing thereon, powders quickly causing clouds of dust. If you attempt to sprinkle with water a surface thus treated, you immediately put the playground out of commission because it then becomes an oily mud field, staining everything it comes in contact with, and causing indignation and resentment against the playground in all of the parents of the children and neighbors about the playground.

### **Glutrin Solved the Problem**

In Philadelphia we met all of these conditions, tried the various compositions recommended until finally we created from the experience gained a specification to meet the peculiar needs of a playground. Among the various compositions tried was one known by the trade name of glutrin. Glutrin is a refined by-product of the wood-pulp industry known as the sulfite process, in which is dissolved from the tree or from any other vegetable that may be used, all of the lignin. This is soluble in certain chemicals and these chemicals are used by pulp-makers so that they may rid the cellulose, the material needed for the manufacture of paper, from all of the soluble material mixed with it. It is chemically known as a "calcium-magnesium-ligno-sulfonate."

## PLAYGROUND SURFACING

### **Valuable Characteristics of Glutrin**

It is a thick adhesive liquor, and in color generally appears not unlike molasses. It is very soluble in water and, therefore, by proper dilution or by the after-effect of rain on treated surfaces, penetrates very thoroughly and evenly into ground over which it has been sprinkled. Drying, it becomes a powerful adhesive.

In addition to its action as an adhesive when it dries, and this action can be repeated almost indefinitely, as it is an extremely powerful bond, so that when moistened with water and again dried it once more adheres and continues to thus re-cement and re-cement almost indefinitely, it produces a chemical action on all of the materials used for road or playground surfaces.

Being an organic compound, it is but loosely bound together and in the course of time it is so separated that some of its component parts attack the silicates in the stone and slag, grit and gravel, causing these silicates to decompose and liberating a form of colloidal or gelatinous silica that acts as a permanent and waterproof bond.

This action takes place the better when the glutrin solution is very weak so that its very solubility in water is the point that makes it of greatest value in ultimately forming a permanent bond in the surface.

It practically has no effect whatsoever on grass, vegetation and trees. If anything, it has a beneficial result as it has a slight germicidal action and a small fertilizing value. As a matter of fact it will not harm anything that would not be spoiled by plain water and this is an advantage that counts on a playground.

### **The Approximate Cost per Gallon**

In quantities of less than a carload the material is sold at fifteen cents per gallon of ten and one-half pounds. In carload lots, the price is fourteen cents per gallon with freight allowed to the consumer's nearest railway siding. Each carload contains about 3,200 gallons. In tank cars containing about 6,000 gallons the price is twelve cents per gallon, with freight allowed to the consumer's nearest freight station. The approximate cost of spreading is a very difficult question to answer as the cost will vary greatly with the size of the playground to be treated. It might, however, be taken as approximately one cent per square yard.

## PLAYGROUND SURFACING

### **Proportion of Glutrin and Water**

The proportions of the mixture of the water and glutrin depend almost entirely on the character of the soil, whether it be for the first, second or third times of spreading, as the mixture should be more highly diluted for the second and third times than for the first time.

As a rule, the amount of glutrin required for the first treatment of a playground will vary from one-half to six-tenths of a gallon per square yard, and the mixture, as rule, should be two parts of water to one part of glutrin.

On succeeding treatments the amount of glutrin required will, as a rule, be from two-tenths to three-tenths of a gallon per square yard, and about three parts of water to one part of glutrin should be used.

Even with the splendid results obtained from the use of glutrin we still found that with clay, loam, sandy or other earthy surfaces, the play area could not be used for several hours and sometimes days after a shower or heavy rain, and if we would use the playground continuously we must still provide a material that would permit its use immediately after rain.

### **Drainage Essential to Good Surfacing**

Working on that theory, we first discovered that a very necessary condition was drainage, and we are here reminded of advice given by a very prominent engineer on road building, who said, "There are three cardinal points in road building, first, drainage; second, drainage; and third, drainage!" and the advice is just as applicable to playground surfacing as to road building. Then, if drainage is so important, it is necessary to so grade the surface that water will run to points where it can be carried off into the sewer; that the material used shall be sufficiently porous to absorb any surplus moisture, thereby permitting the use of the area for play immediately after rain.

With these points in mind, the following specification was prepared for a playground about to be improved:

### **The Plan Finally Found Successful**

The entire plot of ground was graded to a sub-grade of seventeen inches below the finished grade and compacted by rolling with a heavy steam roller. It was then re-filled with hard coal cinders (not ashes) twelve inches in depth after rolling with a five-ton steam roller. The cinders were thoroughly wet down



## PLAYGROUND SURFACING

before and during rolling; a layer of clean hard crushed natural stone grit-screenings was added, five inches in depth after being rolled to a perfect grade with a five-ton steam roller, being thoroughly wet while being rolled and rolled continuously until the surface presented an even unbroken surface true to the grades given by survey stakes furnished by a surveyor, these grades being such as would conduct the water to inlets situated on the outer edge of the playground at various points. Over the surface thus obtained was spread glutrin not less than one-half gallon nor more than six-tenths gallon per square yard in a mixture of two parts water and one part glutrin.

This proved a most satisfactory surface, no dust, no mud and the playground always usable within fifteen or twenty minutes after the most severe storm. This surface has now been in use about two years and has required only a few wagon loads of stone grits in the spring to level off certain areas worn by excessive use and an additional treatment of glutrin in a mixture less in quantity than for the original treatment.

### **Cost of a Satisfactory Surfacing**

It will now be asked what that surfacing cost. I might say it cost more at that time than it would to-day, because we have learned something. To take the figures upon which this work was done it would figure out about as follows: the area treated was 8,000 square yards; the estimate of the contractor for excavating, refilling, rolling, building inlets and connecting to sewer was \$5,960 giving seventy-four cents per square yard or about eight cents per square foot.

We have found that it is not necessary to excavate so deep, ten inches is quite enough, refilling with cinders six or seven inches when rolled and with three to four inches of stone grit-screenings. In fact on one playground we are excavating only to a sub-grade of three inches in depth because the present surface is sufficiently porous to permit water to percolate through, answering the same purpose as the hard-coal cinders, but always the cardinal point of surface grading must be kept in mind, namely, drainage.

As it should always be the aim to have the play surface an even grade or in other words as nearly level as possible, the amount of grade to drain the surface should not be excessive nor very marked, because if the grade is severe, with a heavy

## A TRICK OF THE TRADE

rain-fall the rush of water on such a grade will cause wash-outs or gulleys; also, such a surface does not lend itself freely to play. We have confined ourselves to a grade of three-eighths to one-half inch in ten feet, dividing the area in such a way that the grade is not perceptible.

**Summary** The entire plot (with such exceptions as may be required in each particular case) is graded to a sub-grade of ten (10) inches, below the finished grade as shown on the plans.

This surface so made is carefully, though not accurately, leveled, and is then compacted by rolling with a steam roller of not less than five tons in weight.

All soil or waste material resulting from this grading is taken away.

Over this surface are spread hard coal cinders so that after rolling with a steam roller of not less than five (5) tons in weight there will be a thickness of seven (7) inches.

The cinders must be thoroughly wet before and during rolling.

The rolling may be done in one layer.

On the cinders a sufficient depth of stone grit or screenings is placed so that after wet rolling with a steam roller of not less than five (5) tons in weight, and bringing the surface to the grades given by the district surveyor, there will be a thickness of not less than three (3) inches of stone grit or screenings.

After this surface has been sufficiently and properly rolled the entire surface is sprinkled with a mixture of glutrin and water until one-half ( $\frac{1}{2}$ ) gallon of glutrin has been absorbed by each square yard of the surface, in the proportion of two parts water, one part glutrin.

## A TRICK OF THE TRADE\*

JOHN H. CHASE

Superintendent Playground Association, Youngstown, Ohio

One fundamental reason for these playground conventions is to exchange "tricks of the trade" that flash into our minds and

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\* Address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913

## PLAYGROUND EQUIPMENT

make our work successful. As we were discussing the surfacing of playgrounds it flashed into my mind that we as recreation center people have one vital problem in that subject. Three-fourths of all of us, all over the United States, have to take our children for their school games in the daytime, or their recreation center games in the afternoon or evening, down into the schoolhouse basements which are floored with cement or concrete. We all know from experience how an impalpable dust always rises from this cement floor, fills our lungs, makes us cough, and is apt to carry contagious disease. It almost nullifies the benefit of our whole work. By accident we had an oil left over from the last summer, recommended at the convention at Washington the previous year. It was called Tasscoil. We put this in a watering pot and sprinkled it over the floor just as one sprinkles grass. The children could shout and gasp and play with their mouths wide open and their lungs would not be irritated. The janitor, the directors, the children, were all delighted. It was like playing in the shade on a recently sprinkled playground. Tasscoil is odorless, colorless, almost trackless. It is cheap, and needs to be applied only once in about six weeks. Tasscoil solves the surfacing problem for school recreation centers. It is a fine "trick of the trade."

## PLAYGROUND EQUIPMENT

### DISCUSSIONS OF DR. CURTIS' ARTICLE IN THE NOVEMBER PLAYGROUND\*

E. B. DE GROOT

General Secretary, Playground Association of Chicago, Chicago, Illinois

#### **Play and Apparatus**

Dr. Curtis begins his discussion with what seems to me to be a misleading qualification of play, apparatus and the public playground. He writes:

"To the superficial observer the apparatus seems to constitute the playground, but to the thoughtful it is coming more and more to be regarded rather as a sort of advertisement of its presence than as an essential of it. For the prime need of all children is play, and the prime purpose of every playground

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\* Discussions of Dr. Curtis' article by other prominent recreation workers will later be published.



## PLAYGROUND EQUIPMENT

should be to furnish play. One of the chief values of play probably is that it represents the old racial activities through which our progenitors climbed to civilization and modern industries. It is nature's method whereby the child may live through the childhood of the race and develop the motor co-ordinations and skill, the emotions, the judgment and the will in the same way that the race has done.

"The same things cannot be said of play with apparatus. In the larger sense it is not play at all. In its newer forms at least it has no associations with the past. It is mostly a sort of mild diversion. It is nearly all for individual use and tends to break up the common spirit of the playground."

There are many *badly* equipped playgrounds, but I fail to see why a public playground is less a playground because it has a great deal of apparatus.

I do not see why "play" is the less *play* because the one who plays finds pleasure in the use of apparatus.

The theory of evolution does not tell us just what play is. When I see a child at play, I find a more satisfactory explanation of the thing I see in Alfred Tennyson's:

"Little flower—but *if* I could understand what you are,  
root and all, and all in all,  
I should know what God and man is,"

than I do in our present knowledge of evolution as it relates to play.

We may classify and define play *activities*, and relate them to pedagogy and social welfare, but it seems to me as futile to try to tell just what play *is* as it is to tell just what life and death are.

### Boys Have Ever Loved Apparatus

In personal experience I am unable to descend in the course of evolution beyond my boyhood days. But in that period I recall that the trapeze and swing, suspended from the rafters of the barn or the limb of the tree, were used in *play*. The horizontal bar in the doorway or between two posts in the yard was also used in *play*. The ladder, the tight-rope, the spring board, the hitching post, the iron fence were all pressed into the service of our *play*.

## PLAYGROUND EQUIPMENT

Boys in my day used *all of the apparatus available in that day*. If we had had the same amount and kind of apparatus as boys now find in the modern playground I am sure that every boy in my gang would have been late for dinner every night.

In twenty years of first-hand experience with the play life of boys and girls in school, settlement and public playground I have never found any except "sissy boys" and "silly girls" who did not "just love" apparatus in their *play*.

Where have our good old playful phrases "skin the cat" and "hang by your toes" come from if not from traditions of *play with apparatus*?

When it comes to the development of "motor co-ordinations," "skill," "judgment" and "will," the use of apparatus in play helps rather than hinders such development.

### **Apparatus Provides Opportunity for the Exercise of Individual Inclination**

Unless the playground is regarded as a mere drill ground I fail to see how the use of apparatus "breaks up the common spirit." It is a stupid lot of children who wish to hold hands and "go round and round" all the time they are in the playground. If the playground does not offer an opportunity for the exercise of inclination and taste, where, in this age, is individuality to be developed? I take it for granted that any playground worthy of the name will have an organization scheme—will have games and group events at regular intervals, arranged with reference to age and sex needs—calculated to develop co-operation, team work and the "common spirit" of the playground.

### **Playground Apparatus Lightning Awaiting a Franklin**

On both theoretical and practical ground I contend that a playground is not less but more a playground when it contains a generous equipment of apparatus. The question of how much and what kind of apparatus relates to size of area, sex, age and number of those who use the playground; landscape and architectural composition features of the playground as a whole; climatic conditions, plan of supervision and management, and the purse of the founders and supporters of the playground. A diagnosis of these conditions by someone who knows much concerning all of the factors involved is the only way to approach an adequate answer to the question. I am convinced that playground apparatus is more "sinned against than sinning," and

## PLAYGROUND EQUIPMENT

that with sufficient funds available, ample area, and the playground in the hands of a trained play leader rather than a mere football coach, nurse-maid or policeman, the thing to do is to install a great deal of apparatus. The crux of the matter, aside from the relation of the apparatus to the composition of the playground as a whole, lies in the knowledge and skill of those in charge of the playground. In other words, playground apparatus is lightning, steam and flying machines, awaiting only Franklins, Watts and Wrights to give a demonstration of its values and possibilities. To whatever school of thought one belongs in this matter, there is one phase of the present situation that all should agree upon, and that is the elimination of the sensational in apparatus. The leap for life, marvelous merry-go-rounds, shoot the chutes from the heights of heaven and other Coney Island amusement devices have no proper place in the public playground.

### **A Satisfactory Analysis of the Need of a Fence**

Dr. Curtis' discussion of separate pieces of apparatus is illuminating even if without definite recommendations. His analysis of the need of the fence is the best that has been given. All who have had experience will agree to the need of a division of the total playground area into two or three separate spaces. In this connection, I wish to add to what Dr. Curtis has said about the Chicago division of space that physiological and not chronological age was made the basis of division.

The discussion concerning sand is excellent but I think Dr. Curtis is on the wrong track when he desires the sand bin to serve only "communal" ends. The sand bin is supplied for those who are, properly, living out their individualistic tendencies in play. I would emphasise the need of thoroughly raking and freeing the sand of refuse daily; also the wisdom of changing the sand two or three times during the season.

### **Regarding Specific Pieces of Apparatus**

In the treatment of the slide more emphasis, perhaps, should have been placed upon the wisdom of selecting a short and low, rather than a high and long slide. Cost, maintenance, safety, order and service argue in favor of the low and short slide.

Unless the playground has a natural hill or incline I should suggest the elimination of the toboggan slide. The made toboggan is very expensive—first cost, maintenance and storage



## PLAYGROUND EQUIPMENT

—and unless in a uniformly cold section of the country will give little service. The South Parks of Chicago have not supplied the toboggan slide for five years.

I do not share Dr. Curtis' unfavorable view of the see-saw and his more favorable view of the rocking boat or "merry-widow." The latter is a Coney Island amusement device, is expensive in first cost and maintenance and contributes nothing to the development of skill, courage or judgment. The see-saw is a fine elementary balancing apparatus and lends itself to the development of co-ordination, the "square deal" and a certain feeling of responsibility. Its cost is slight and maintenance almost nothing, and accidents are few in the well-supervised playground.

I certainly agree with Dr. Curtis' analysis of the merry-go-round. It has nothing to commend it as an exercise or pleasure that cannot be better secured in the use of some other piece of apparatus.

### Sanitation in Wading Pools

Wading pools in playgrounds that are used extensively should be large cement basins.

The "natural" pool does not lend itself to "heavy" use and sanitary conditions. The wading pool should be thoroughly cleaned every day. Not "once a week," as Dr. Curtis writes, but once a day has been the rule in Chicago. Children should not be allowed to make a swimming pool of a wading pool. Sore eyes and sore throats will appear from the use of any swimming pool where the bathers are not required to take a thorough cleansing bath before entering the pool. I have seen some thoroughly bad arrangements of the relation of the wading pool to the swimming pool. *The water should never flow from the wading pool to the swimming pool.* The flow should be the other way. It is not much fun, and a good deal of a risk, to dive into water that has served as a foot bath for a multitude of "dirty-legged kids."

I believe that the swing is worth all it costs, even in "criticism." It enables one to fly to the "top of the world," and, Dr. Curtis to the contrary notwithstanding, you have to *work* to get there. Most of the accidents come because the seat of the swing strikes the heads of those who "get in the way." A board seat (avoid metal seat) without projecting bolts and nuts,

## PLAYGROUND EQUIPMENT

with the edge, front and back, covered with rubber hose (screwed on) will reduce accidents to a minimum.

### **Highly Skilled Workmanship Needed in Handling Apparatus**

Dr. Curtis says, "There is nothing difficult to understand about the steel frame." It may be easy to understand but I assure you that it is most difficult to handle. A steel frame of any considerable size, erected with any regard for appearance and good workmanship, will require the services of at least two good mechanics. The mechanics should be steam fitters, not plumbers or gas men. Union labor rules require that all pipe over two inches in diameter shall be handled by steam fitters. The rules of the union are as sacred as the rules of the game. Also, it is bad policy to use the ordinary "T's and elbows found in the hardware stores." These fittings should be extra heavy and should be ordered "special." All fittings should be made of malleable iron. Unless there is to be a very long span it will not be necessary nor advisable to use larger pipe for "horizontals." The larger horizontals give the frame an ugly, top-heavy appearance.

The giant stride can be made safer and more conducive to developmental ends by having but two rounds or handles, one about the height of the chest and the other the top of the head.

I believe that the teeter ladder is an interesting and valuable piece of playground apparatus, notwithstanding the great number of accidents that are charged to its use. The reason that we have had so many accidents with this piece of apparatus is because of the small number of play leaders who could teach its *proper* use. The instructors of the South Park Playgrounds have had very few accidents from the use of the teeter ladder.

### **Value of a Circular Running Track**

If the public playground is for the use of boys and young men I cannot subscribe to Dr. Curtis' criticism of the circular running track. A play leader who knows the technique of running will very often get as much out of a running track as out of a great many good games. The "stride" in various distances, "taking the turns," "measuring distance" while in action and under pressure and "timing the laps" make up an interesting and splendid program of training for boys and young men. The incomparable relay race may be worked out at its best on a circular running track. A competent play leader would not

## SUMMER WORK

permit boys to overdo in this form of play. The construction and arrangement of the track need not interfere with other activities. That is a mere matter of adequate planning.

I do not think that any one who has made a study of physical education and gymnastics will agree with what Dr. Curtis says of the "outdoor gymnasium." His characterization of the horizontal bar and other apparatus is contrary to accepted classification and nomenclature.

The reading of Dr. Curtis' article should be supplemented by reading of the "Report of the Committee on Equipment" (PLAYGROUND, Nov., 1910) and "A Practical Talk on Playground Equipment" (PLAYGROUND, Aug., 1911).

## SUMMER WORK THROUGH CO-OPERATION IN AN INDUSTRIAL CENTER OF TEN THOUSAND

JOHN BRADFORD

Amherst, Nova Scotia

### Propaganda

The winter of 1911-12 saw the first school and social center work in Canada successfully launched (PLAYGROUND, July, 1912) and with the coming of spring the thoughts of its directors turned to the out-of-doors. "Public Recreation" and "Playgrounds" were words which had no meaning in this industrial town of 10,000—both terms being new to Canada as a whole. The School Extension Committee and members of the Athletic Committee of the Men's Church Federation, the members of the School Board, and interested citizens were consulted and a plan submitted. Through the courtesy of the Playground Association of America and the Sage Foundation, 100 slides of playground work, school and home gardens were secured and a series of lectures delivered in churches, schools, theaters and wherever a group of people could be brought together. In this way some 6,000 people were shown what playground work means.

At a special meeting of the school board, called for the purpose, the use of the high school grounds of six acres was granted for public use. In addition, another center was arranged for in the crowded section of the town.



## SUMMER WORK

### **Novel Financing**

A campaign for funds was mapped out for a group of high school boys divided into five teams of five each and one Saturday morning the boys went out for two hours to collect for the summer work. When the time was up they had secured \$300 as their share in financing the movement.

Teams representing the churches in senior, intermediate and junior baseball were organized under the Athletic Committee of the Church Federation, and other teams of boys in shops and mills were formed. These teams paid a registration fee of \$5, \$2, and \$1, respectively.

### **Making Ready**

With the money now secured, supervision was engaged and one university man and two university women, all of whom had had experience in work with boys and girls, were secured for the summer. In addition, fifteen volunteers enrolled in various capacities, such as group leaders, official umpires, storytellers. The grounds were improved, tennis and volley ball courts and a ball diamond were made—jumping pits dug and apparatus consisting of swings, see-saws, sand boxes, slides, grand stand, lockers, blocks, were all built by the boys and young men under experienced supervision. Cards with the activities and hours in English and French were sent into the homes. The children's work was conducted every week-day afternoon from one to five; boys and girls from nine to six daily and employed boys and girls, young men and young women after six o'clock and on holiday afternoons.

### **In Operation**

The children's work included storytelling, folk games and dances, scrapbook making, flower collections, making dolls' clothes and the occupational games. From time to time, the mothers assisted by giving informal parties on the playgrounds, providing refreshments, thus bringing the workers and parents into friendly relationship. First aid and bandaging classes were conducted for the girls by a nurse, and a physician gave weekly talks to the boys. In athletics a series of events was arranged, the boys competing against time and space, and to these events were added some service work, cooking and entertaining, which gave the boys an all-round development and over sixty boys qualified. The nearest "Swimming Hole" was two and a half miles from town,

## SUMMER WORK

yet twice a week the parties to learn the art numbered from thirty to forty, an instructor going on each trip. Twenty-five boys were taught to swim and as many more improved their swimming. The Senior Church League played three nights a week, five-inning games, after six o'clock. The average attendance at these games numbered 250. Volunteer collections were taken and the receipts added nearly \$140 to the funds for the work. On Saturdays all-day tramping trips were held for the Scouts. Camp-Fire Girls work was begun and on two nights and Saturday afternoons special attention was given to work for girls in the woolen mills. Numbers of boys had their first camping experience. Tennis tournaments were held and at the close a tennis tea was given which proved a delightful social event. The baseball season wound up with a dinner at the leading hotel at which all members of the senior teams, officials, committeemen and the leading men of the town were present.

### Actual Results

Some of the effects of the work were notable. On Labor Day an athletic and play meet was held with 140 entries in athletic events. All entered for the love of the sports—no entry fee was charged—no prizes given. No cups nor pennants were offered in the baseball leagues or tennis tournaments. Last season some three dozen boys were before the court for various offences, mainly breaking windows, electric light globes, one boy's record being fifty globes broken in one night. This season not a single boy was arrested in the town on any charge. Near one playground a Mission Sunday School was opened and at the end of the season 130 boys and girls were enrolled in its classes. The games learned on the playground were reproduced in the various neighborhoods and the whole town caught the spirit of wholesome recreation.

### Figures with Meaning

A few figures for the two months' work are of interest:

Official Ball Games .....	116
Total number of players .....	2,050
Number of different players .....	310
Attendance at games .....	8,774
Attendance of Children .....	4,609

## WHAT A CORPORATION CAN AND DOES DO

Attendance at Scout Work .....	310
In Tennis, Quoits, Volley Ball and Athletics.....	1,357
Attendance at swimming classes .....	318
Number of different boys (in swimming classes)....	90
Taught to swim .....	25
Employed girls from Woolen Mills (special classes)....	160
<hr/>	
Total Attendance .....	17,578
Estimated number of different persons using fields by taking part in various activities .....	1,700

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Total cost of Supervision .....	\$310.00
Equipment, work on grounds .....	169.68
<hr/>	
	\$479.68
Cost per person for 1,700 different persons.....	.27 +
Cost per person for 17,578.....	.027—

## WHAT A CORPORATION CAN AND DOES DO FOR THE RECREATION OF ITS EMPLOYEES

C. M. MAYNE

General Secretary, Young Men's Christian Association, Gary, Indiana

The establishment of a new industrial center at the southernmost point of Lake Michigan offered the builders opportunities to do some things which had never been so well done before. How well they succeeded is indicated by the most modern as well as one of the largest steel plants in the world, which, after six years, is now turning out its immense daily product of rails, axles, billets and other steel merchandise. It is also indicated by the school system which has attracted attention and received the approval of educators the world over. In many other but perhaps less noteworthy ways this same progressive spirit shows itself in the new community. In none of these is it more in evidence than in the program for the recreation of the employees which is fostered by the corporation.



## *WHAT A CORPORATION CAN AND DOES DO*

The Illinois Steel Company, the American Sheet and Tin Plate Company, the American Bridge Company, and the E. J. and E. Railway are the four principal subsidiaries of the great steel corporation which operate at Gary. In each one of these a definite program has been adopted and ample provision made for the outdoor recreation of their employees. This fact is the more significant when it is remembered that among the thirty or forty large industrial corporations in this vicinity these are the only ones that give any attention to this matter.

The Illinois Steel Company has an athletic park with grand stand, club house, ball field, cinder track, which would do credit to a university. Besides a baseball team representing the entire works, during the past season a ten team inter-department league has been conducted. Most of the teams have been uniformed and the spirit of rivalry reached such a high pitch that drastic rules were necessary to protect the contests from the importation of players and other forms of professionalism. The players are allowed full time by the company while engaged in the sport. The champion team of the season represented the mechanical department. For those not interested in baseball other lines of sport were provided at the noon hour. Tug of war teams representing the different departments contested for the mill championship, the boiler shop winning in the presence of a throng of hundreds of workers and amid great excitement. On Labor Day one hundred and four contestants entered an athletic meet at the field named "Gleason Park" after the superintendent, who is thoroughly interested in all branches of sport and in the welfare of his men. In this meet, teams were entered from each department. Old college stars in the mechanical and engineering departments vied with husky boiler-makers and blast furnace men. All differences of position and occupation were forgotten, and superintendent, assistant superintendent, foremen and laborers mingled together in a hearty spirit of competition in the day's sports. The company furnished gold medals for first place, silver for second, and bronze for third.

The American Sheet and Tin Plate Company have a good ball field, tennis courts, and a bathing beach supplied with dressing rooms and proper supervision. Inter-department ball games are promoted by officers of the company and on the beach the employees hold frequent fish dinners and swimming parties.

## *WHAT A CORPORATION CAN AND DOES DO*

On the Fourth of July this year the employees and their families enjoyed an old-fashioned shore picnic. Aside from the water sports some of the old familiar amusements such as the greasy pole were engaged in. A photograph of the crowd is interesting in showing the democratic spirit in which foreign-born employees mingle freely with the better-paid American workmen and officials.

The American Bridge Company has one of the best baseball fields in the district. Its representative team has played match games with teams from surrounding cities and for two years aroused the patriotism of every man in the plant in its contest with the team from the Bridge Works at Ambridge, Pennsylvania. The pennant of the inter-department league conducted at this plant was won last summer by the accounting department. During the winter the ball field is flooded, and, with electric lights, all sorts of winter sports are provided. Inasmuch as neither the park board nor the board of education has yet provided playgrounds for the children and young folks who live near this plant it is the purpose of the superintendent to secure a playground director for next season and to make this field more than a ball park. Playground apparatus is to be provided and until the city can furnish proper facilities the young people of the entire neighborhood will find here their opportunity for outdoor recreation.

The E. J. and E. Railway have had poorer facilities for the recreation of their employees than that furnished by the other subsidiaries. Their ball field has been small and poorly located. In spite of this fact their team which entered the Saturday afternoon division of the city league won first place and finally the championship of the city.

In all the plants tennis courts are provided near the office buildings, which are in daily use by both men and women.

Opportunities for indoor recreation in the winter have been provided through the generosity of Judge Gary and the co-operation of the companies in the establishing and maintenance of a quarter-of-a-million-dollar Young Men's Christian Association building, where a finely-equipped gymnasium and large swimming pool, bowling alleys and billiards are largely patronized by the employees of all the companies.

## RAISING MONEY FOR RECREATION WORK

These provisions for recreation are a testimony to the wisdom of those who have the control of the affairs of the corporation, and to their desire to make the lives of their employees more abundant. Into all these activities, although the companies have had to take the initiative and furnish the necessary equipment and backing, the men enter heartily and enthusiastically.

The making of steel is no pink tea. It requires tremendous exertion at times from real men of brawn and blood. The anemic have no place here. The success of these enterprises has proven the value of recreation to the husky men whose lives otherwise would lack the lifting of the yoke of toil and the spirit of healthy sportsmanship and the loyalty to their organization which well-administered competition brings.

## RAISING MONEY FOR LOCAL PLAYGROUND AND RECREATION WORK

Because of the invaluable service which S. R. Guggenheim of New York has rendered in raising funds for the Public School Athletic League work in New York City, he was asked recently to give to the recreation workers throughout the country a message on financial campaigns for recreation activities, recounting his own experience in dealing with problems of this nature in New York. He writes:

"I consider it a *sine qua non* that the man who solicits funds stands for something in the community, so that a contributor or likely benefactor when appealed to for donations has absolute confidence that anything he may give will be used in a careful and thorough manner, and that the treasurer will see that the greatest possible amount of good will be done with the moneys entrusted to his care. It is also necessary to stimulate the confidence that is first reposed in the organization, by bringing from time to time to the notice of the public, in the most forcible manner possible, exactly what is being done with the funds, and that the greatest advantages are being derived by those whom it is desired to succor. Naturally as years pass on, and the achievements of the organization become better known,—provided the same care and discretion continues,—the confidence of



## BOOK REVIEWS

the public increases and solicitations for funds should, unless something unforeseen happens, be greatly facilitated.

"In conclusion I would say that it is futile to use a well-known name in this connection unless that party takes an active and keen interest in the *modus operandi* of the enterprise."

S. R. GUGGENHEIM

## BOOK REVIEWS

### THE CHURCH AND THE YOUNG MAN'S GAME

By F. J. MILNES, President of the National Indoor Game Association. Published by George A. Doran Company. Price, seventy-five cents, net

The church like other institutions is adapting itself to the changed conditions of modern life. That the church has been too slow in meeting the recreational needs of young people is due in part to the rapidity of the change from the older forms to the new, and partly to the lack of knowledge and means as to what to do.

Mr. Milnes argues strongly because he speaks out of his own experience. He has tried to make the church a center of social interest for young men and he has succeeded. He tells of his success and of the success of others, giving facts and concrete experiences to back up his assertions.

The religion which finds expression in the pages is a dynamic religion of sensible service—how much better it is to save and sustain growing life than to let it run away into folly and failure. The church atmosphere, its standards of behavior, its environment of better things, can be made to draw young men, if only attention be given to such details as lighting and heating an unused room, installing a billiard table and extending the invitation to come. The church's great word in all ages, "come," is made so much more real and explicable when it is recognized that wholesome recreation is a channel for spiritual expression. Open the church buildings, equip and furnish play rooms, make the church a center of happy play and joyful recreation.

The book will greatly help pastors seeking to reach young people especially young men. It will help leaders of boys' clubs and teachers of young men's classes.



*Trinity Parish*

STEALING HOME—AN EXCITING MOMENT



*Washington Playground Association*

#### WATER SPRITES



## If You Are Buying School Seats

why not select one that is a better and more comfortable seat during school time, and yet will permit the clearing of floor for exercises, social-center work, etc.?

One which may be used in connection with gymnasium apparatus in schools which otherwise would have no "gym."

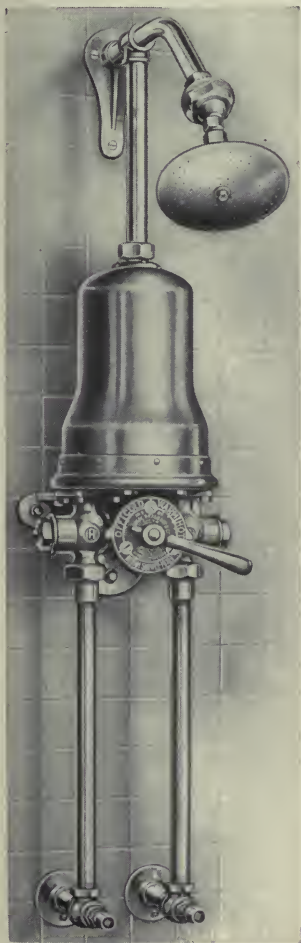
In short, THE MOULTHROP MOVABLE AND ADJUSTABLE SCHOOL CHAIR.

Write us for catalog.

**LANGSLOW, FOWLER COMPANY**  
ROCHESTER, N. Y.



# Playground Shower Bath SYSTEMS



should provide for absolute control of water temperature. When multiple showers are used from one point of water supply sudden changes of water temperature are bound to result unless

## THE INGHAM SHOWER MIXER

is part of your equipment. THE INGHAM insures complete control with no shocks to bather. Danger of scalding eliminated.

Saves waste of water and steam. Automatic and "fool-proof" in operation. Noiseless and self-cleaning. No repairs or adjustments.

Used by Municipal Playgrounds everywhere, and in leading Clubs, Hotels, Gymnasiums, Colleges and Industrial Plants.

Costs less to maintain and operate than any other shower mixer. Capacity, 1 to 24 shower heads.

Write for Free Illustrated Booklet. "A Good Mixer."

**IMPERIAL BRASS MFG. CO.**

Dept. 762.

1210 Harrison St., Chicago, Ill.



## Medart Steel Playground Apparatus

contains many special features of construction which insure greater safety and durability and which are made possible only by the extensive facilities we have provided for the manufacture of this apparatus.

Children are not careful with the things they use in the playground and it is imperative that you provide apparatus which will not be constantly in need of repairs and replacements, or which, through breakage, is likely to injure the users.

Our apparatus is built with a complete knowledge of the uses, and to withstand the hard knocks it will receive in daily use. The principles of our construction have been dictated by an experience extending over a period of many years.

Our catalog "Y" covers a complete line of apparatus, and will be sent on request, together with a copy of our booklet "The Story of My Ideal Playground."



**Fred Medart Mfg. Co.**

**Gymnasium and Playground  
Outfitters :: Steel Lockers**

**DeKalb and President Sts.  
ST. LOUIS, MISSOURI**



Teaching the tones of the various orchestral instruments—  
by means of the Victrola—Seattle, Wash.

## Do your pupils know the instruments of the orchestra?

Can they recognize the different tones as they are played?  
Educators are coming to realize that young children should begin early in life to distinguish the pipes, the strings, the brasses. These instruments make a strong appeal to them and bring to them the simple melodies that satisfy their primitive musical tastes.

The Victor and its splendid list of educational records provide the only practical way for the children to become familiar with these individual instruments and different combinations of instruments in the orchestra. This method of teaching musical appreciation is invaluable from the kindergarten right up through the grades.

Nothing could give your pupils a more complete understanding of the tones of the instruments than such records as these:

<b>Violin</b> 64197	<b>Traumerei</b> (Schumann)	<b>Mischa Elman</b>
<b>Harp</b> 70031	<b>Am Springbrunnen</b> (Zabel)	<b>(The Fountain)</b>
<b>Flute</b> 70026	<b>Wind Amongst the Trees</b> (Briccialdi)	<b>Ada Sassoli</b>
		<b>John Lemmone</b>
<b>French Horn</b> 17174	<b>Siegfried's Call</b> (Wagner)	<b>A. Horner</b>
<b>Brass Quartet</b> 17216	<b>Farewell to the Forest</b> (Mendelssohn)	
<b>Victor Brass Quartet</b>		

Write to us for the complete list of Victor Educational Records with full information about the work the Victor is doing in the schools of more than 900 cities.

**Educational Department  
Victor Talking  
Machine Co., Camden, N. J.**



**Victor XXV  
\$60 special quotation  
to schools only**

The horn can be removed and the instrument securely locked to protect it from dust and promiscuous use by irresponsible people.







*Winnebago County, Ill.*

PROUD OF THEIR NEW APPARATUS

Playground Apparatus Installed as a Result of a School Social Held under the  
Direction of the Teacher of this Rural School



*National Child Welfare Exhibition Committee, New York*

THINGS TO BE THOUGHT OF



*Trinity Parish, New York City*

*A VISIT TO THE BLACKSMITH'S*



# COMMERCIAL RECREATION LEGISLATION\*

COMPILED BY

JULIA SCHOENFELD

Field Secretary, Playground and Recreation Association of America,  
New York City

"Legislation is designed to protect the youth of the city, boys as well as girls, from evil influences."

Recent investigation in Chicago, New York, Milwaukee, Kansas City, Cleveland and elsewhere has revealed methods by which commercial recreation enterprises operate. Conditions were exposed which show that corrupt influences dominate many of these public places. Innocent amusement places were seen turned into vice-breeding dens, and, instead of simple social pleasure one saw drunkenness and immorality. The police witnessed all, but stood idly by, failing to see the crowds of young boys and girls who were there in violation of law.

## **Dance Halls**

In some public dance halls tough dancing was practiced; indecent liberties were permitted. Prostitutes mingled with the youthful throng of merry-makers, thus gaining recruits for the underworld. Evil-minded men danced with innocent young girls. Frequently rooming houses or disorderly places in the neighborhood were operated by the same men who managed the dance hall.

It was shown that the dance hall in many cases existed for the sale of liquor, the dance lasting but a few minutes while the intermissions were very long.

Some places went so far as to offer prizes of \$100 to the girls who at the end of the month had the largest number of drinks placed to their credit. The halls were poorly lighted and badly ventilated; many were deficient in fire protection.

The investigations showed the close connection of these conditions with crime.

## **Motion Pictures**

The rapid growth and phenomenal success of the motion picture show has produced many undesirable features which were brought to light. Investigation

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\* Copies of ordinances passed by the State of Pennsylvania, by Cleveland, Ohio; Pittsburgh, Pa.; Kansas City, Mo.; Denver, Colo.; Los Angeles, California, may be consulted at the offices of the Playground and Recreation Association of America. Many of the ordinances may be obtained by writing to the cities which have passed them.

## COMMERCIAL RECREATION LEGISLATION

showed that the houses were poorly lighted and badly ventilated. They were overcrowded and dangerous because of inadequate fire protection. Degrading and vulgar vaudeville features existed.

While the influence of the National Board of Censorship has brought about a higher standard in motion pictures, yet many objectionable films were found. There were many special feature films which had not been viewed by the National Board and often the requirements of the National Board were not carried out when the films were shown. Children were permitted to enter at all hours in violation of State and municipal laws. However, the motion picture shows did not show the same degree of degradation as the dance halls. Their conditions were really the result of inferior city regulations, carelessness, and a lack of intelligent service on the part of the inspectors.

### **Billiard and Pool Rooms**

In the billiard and pool halls, and in the bowling alleys were found many of the degrading conditions that were in the dance halls. Patronized at all seasons by men and boys, they have been exploited until today they are associated with undesirable and objectionable conditions. Card tables, craps, in fact gambling, in every form, was found; often these places were schools for crime; very young boys were seen standing about, listening eagerly to the vile talk and stories that were bandied about by the old habitués.

Many of the halls were connected with saloons, and much drunkenness was seen. Few cities have exacted any careful legislation and the supervision has been left entirely to the police department, which in many cities was shown to be ineffectual. Citizens have not been awake to the conditions that exist nor have they sought a remedy. The social opportunity in constructive legislation is large.

### **Legislation**

The passing of laws and the establishment of regulations for commercial amusement enterprises is of such recent date that it is quite impossible as yet to speak of results, but in the cities where the work has been followed, Kansas City, Denver, and Cleveland, the judges of the juvenile courts have stated that juvenile crimes and immorality have greatly decreased.

## COMMERCIAL RECREATION LEGISLATION

The following requirements are essential in all constructive legislation for the control of commercial recreation:

1. A license for all commercial amusement enterprises for the premises and not for the man who operates the amusement enterprise. This license is practically for control and not for revenue.
2. Centralization of authority in a licensing bureau, preferably under the mayor
3. Regulations for safety and health
4. Prohibition of the sale of liquor
5. Proper closing hours
6. An age limit for young people
7. Revocation of licenses and adequate penalties for failure to comply with laws
8. Adequate inspection so that a normal moral tone is maintained and regulations enforced
9. Licenses for amusement enterprises conducted in dance halls

### DANCE HALLS AND PUBLIC DANCES

The following requirements should be sought for in working out legislation for dance halls:

1. A license should be required for the premises used for dance halls and not for the man who operates the hall. This places upon the owner of the hall responsibility for the conduct of the place.

Permits for public balls and dances should be exacted and satisfactory references furnished, in order that the type of frequenters of public halls may be regulated.

2. Regulations of the building and fire departments should be demanded in order to insure proper sanitation and adequate fire protection. Halls should be properly lighted and all rooms should be kept open. This gives an opportunity to close the small, dark, poorly-ventilated dance hall.

3. The sale of liquor should be prohibited.

4. The giving of return checks to dancers should be forbidden, so that the saloons and immoral places that exist in a neighborhood may not be utilized during the dancing period.



## COMMERCIAL RECREATION LEGISLATION

Dance halls should not be allowed in connection with rooming houses or hotels.

5. Immoral dancing should be forbidden.

6. A reasonable hour for closing the dance should be exacted. Half-past twelve is suggested, with a possible special permit to be issued for later hours on occasion.

7. Attendance of minors under 18 should be forbidden unless accompanied by parent or guardian.

8. Inspection should be demanded and revocation of license or other penalty imposed for violations.

9. License fee should be flat or graded according to the size of the dancing space.

### A SUGGESTED ORDINANCE

Regulating public dances and public halls and the licensing and regulation of public dance halls and to repeal Ordinance No. ....  
in the City of .....

Be it ordained by.....  
and it is hereby ordained.....

#### SEC. 1.

That the term "public dance" or "public ball" as used in this Ordinance shall be taken to mean any dance or ball to which admission can be had by the payment of a fee or by the purchase, possession, or presentation of a ticket or token, or in which a charge is made for caring for clothing or other property, or any other dance to which the public generally may gain admission with or without the payment of the fee.

The word "public" as used in this Ordinance shall be construed as including the membership of any association, club or society to which new members are admitted without formal application and bona fide selection either by reference to or report from a standing committee or by a vote of the existing members present at a regular meeting of such association, club or society.

The term "public dance hall" as used herein shall be taken to mean any room, place or space in which a public dance, or public ball shall be held, or hall or academy in which classes in dancing are held and instruction in dancing is given for hire.

The word "dancing" as used in this and the succeeding sections shall not apply to exhibitions or performances in which the persons paying for admission do not participate.

#### SEC. 2.

It shall be unlawful on and after.....  
to hold any public dance or public ball, or to hold classes in dancing, or to

## COMMERCIAL RECREATION LEGISLATION

give instruction in dancing for hire, in any hall or academy within the limits of the City of .....; until the hall or academy in which the same may be held shall first have been duly licensed for such purpose. The license shall be issued by the Mayor (or licensing authority) and the fee therefor shall be paid at the time of the issuing of the license. The license fee shall be ..... (a flat fee exacted in cities where there are not many dance halls or a graded fee according to the size and space allotted for dancing).

The application for such license shall be made in writing to the City Clerk, designating the location of such dance hall and the person or persons, society or corporation intending to conduct the same, accompanied with the fee of ....., whereupon a license shall be prepared and presented to the Mayor (or licensing authority) who at his discretion may grant or refuse the same. No license shall become effective until it has received the approval of the Mayor (or licensing authority) and in case he shall refuse to approve such license, the money so paid shall be returned to the applicant or his attorney, properly authorized to receive the same.

### SEC. 3.

A public dance shall be discontinued and all public halls shall be closed on or before the hour of twelve (12) midnight. However, upon the application of a bona fide and responsible organization or society and upon an investigation by the licensing authority a permit may be granted to conduct a dance until 2 a. m. No ticket shall be sold or accepted for admission after the hour of twelve (12) o'clock midnight. No pass-out checks shall be granted during the dance. The regular admission fee shall be charged for each and every admission.

It shall be unlawful for any person, persons, society, club, or corporation to hold a public dance or public ball within the limits of the City of ..... without having first obtained permit therefor from the License Clerk or City Clerk for which the sum of \$2.00 shall be paid. If the dance continues until 2 a. m. the sum of \$4.00 shall be paid. The money obtained from the permits shall form a special fund for defraying the expense of police protection and supervision at each public dance and public ball.

### SEC. 4.

No license for a public dance hall shall be issued until it shall be found that such hall complies with and conforms to all building ordinances, health and fire regulations of the city and State, that it is properly ventilated and supplied with sufficient toilet conveniences and is a safe and proper place for the purpose for which it is to be used.

All public dance halls shall be kept at all times in a clean, healthful, and sanitary condition and all stairways and other passages and all rooms connected with the dance halls shall be kept open and well-lighted.

### SEC. 5.

Dancing shall not be permitted in any place in the City of ..... licensed to sell liquor. No liquors shall be sold, served or given away in any

## COMMERCIAL RECREATION LEGISLATION

public dance hall as heretofore defined, or in any place in which dancing is advertised to be taught, or in which classes in dancing are advertised to be maintained, or in which instruction in dancing is given for hire, or in any room having interior connection with such hall.

(If license is granted to place where liquor is sold selling should cease at midnight.)

### SEC. 6.

It shall be unlawful after 9:00 p. m. to permit any person to attend or take part in any public dance who has not reached the age of  $\left\{ \begin{array}{l} \text{sixteen (16)} \\ \text{eighteen (18)} \end{array} \right\}$  years, unless such person be accompanied by his or her parent or natural guardian.

It shall be unlawful for anyone to represent himself, or herself, to have reached the age of  $\left\{ \begin{array}{l} \text{sixteen (16)} \\ \text{eighteen (18)} \end{array} \right\}$  years in order to obtain admission to a public dance hall, or to be permitted to remain therein when such person in fact is under  $\left\{ \begin{array}{l} \text{sixteen (16)} \\ \text{eighteen (18)} \end{array} \right\}$  years of age. And it shall also be unlawful for any person to represent himself, or herself, to be a parent or natural guardian, or any person, in order that such person may obtain admission to a public dance hall, or shall be permitted to remain therein when the party making the representation is not in fact, either a parent or natural guardian of the other person.

### SEC. 7.

The Chief of Police, a Captain, Officer or Inspector of dance halls shall have the power and it shall be their duty to cause the hall, place or room where any dance or ball is held or given, to be vacated whenever any provision of the Ordinance with regard to public dances and public halls is being violated, or whenever any indecent act shall be committed, or whenever any disorder of a gross, violent or vulgar character shall take place therein and the license of such hall shall thereupon be revoked.

In any case where a license is revoked or where the licensing authority refuses to renew a license, reasons for the action must be stated in writing and shall be public records. Should the license of any place have been revoked twice within a period of six months, no new license shall be granted to such place for a period of at least one year from the date of the second revocation.

### SEC. 8.

The Mayor or licensing authority shall appoint an Inspector (or Inspectors) of dance halls whose duty it shall be to examine all applications for dance hall licenses and to investigate each application to determine whether or not the dance hall sought to be licensed, complies with the regulations, ordinances and laws applicable thereto. And in the making of such investigation, he shall have the assistance of the Building Inspector, Sanitary Committee or the Board of Health and the Chief of the Fire Department. Such Inspector shall furnish to the Licensing Authority in writing, informa-



## COMMERCIAL RECREATION LEGISLATION

tion derived from such investigation accompanied by a recommendation as to whether the license shall be granted or refused. Such Inspector shall be permitted to have access to all public dance halls at all times. He shall investigate complaints and shall inspect at intervals the dance halls within the City and shall report all violations in writing. The money paid for licenses shall be applied toward the payment of the salaries of the inspectors appointed.

### SEC. 9.

Every license of a public dance hall shall be in force for one (1) year from date of issue. Such license shall be posted at the main entrance of such dance hall. Such licensee must provide throughout the entire period of dancing an adequate supply of drinking water in an accessible place.

No license shall be renewed except after an inspection of the premises, as provided herein.

### SEC. 10.

Any person, persons, society, corporation or club desiring a permit to hold a public dance or public ball, must apply for same at least three days before the date of dance and shall use the following form of application, a copy of which shall be secured from the licensing Clerk.

---

### APPLICATION

.....191...  
The Mayor ;  
Sir:—The undersigned, on behalf of.....  
.....hereby makes application for a permit  
to give a public dance at No.....street, on  
.....19.....It is hereby  
expressly agreed that said dance shall be conducted in strict accord with the  
provisions of law regulating public dances and public balls, and the under-  
signed agrees that the permit is given and accepted subject to the provisions  
of this application, and that he shall be held responsible for any violation  
of any provision of law or ordinance regulating such public dance. The  
owner or lessee of the premises in which such dance is to be held is.....  
..... address .....  
No. street (avenue) Name.....  
Occupation .....Address .....  
No.....

# COMMERCIAL RECREATION LEGISLATION

## LICENSE BY AUTHORITY

### CLASS—DANCE HALLS

The State of ..... } ss  
City of .....

LICENSE IS HEREBY GRANTED to.....

License \$..... for the sum of.....Dollars,  
in accordance with the provisions of Ordinance No.

.....of the City of.....to hold dances  
at..... Hall .....

St. Ave. for the term of one year commencing May 15, 191..., subject to the  
conditions, restrictions and limitations of the ordinances of the City.

IN TESTIMONY WHEREOF, I hereunto sign my name

and affix the seal of the said City this.....

day of .....191...

.....

City Clerk

## ISSUED BY ORDER OF THE MAYOR

No. \_\_\_\_\_  
Report to  
CITY  
AUDITOR .....

Credit  
General  
Fund

License

\$ \_\_\_\_\_

on account  
of

DANCE  
HALLS

No. \_\_\_\_\_ License \$.....

Class—DANCE HALLS

Issued to

.....

Address

.....

Size of Hall

.....

Term of one year commencing on the Fifteenth of  
May 191....

Issue ..... day  
of .....191...

THIS LICENSE MUST BE SO DISPLAYED AT THE MAIN ENTRANCE AS TO BE  
EASILY VISIBLE TO THE PUBLIC AT ALL TIMES

COMMERCIAL RECREATION LEGISLATION

PUBLIC DANCE HALL

Document No. \$.....

THE CITY OF.....

License No.

Mayor's Office

Bureau of Licenses

.....191

City

State

Date

To all whom these Presents may concern:

Know ye, that.....residing at

.....in consideration of.....Dollars,

receipt of which is hereby acknowledged, is hereby licensed to keep and

conduct a PUBLIC DANCE HALL IN THE CITY OF.....

..... at .....

No. .... Borough of .....

THIS LICENSE is subject to the strict observance of all laws, ordinances and regulations exacted for the protection of the city so far as they may apply, particularly to the provisions of ordinance.....

No.....and Is to Continue in Force Until.....

.....191.... unless Sooner Suspended or Revoked, and Is Not Transferable.

.....

Mayor

Countersigned

.....

Cashier

NOT TRANSFERABLE

PUBLIC DANCE HALL AND ENTERTAINMENT PERMIT

Mayor's Office

No.....191...

City

State

PERMISSION IS HEREBY GIVEN to.....

ON BEHALF OF .....

to give or hold a dance at.....

ON .....191



## COMMERCIAL RECREATION LEGISLATION

It is hereby expressly understood that said dance shall be conducted in strict compliance with the provisions of the Laws of..... to regulate public dances and entertainments.

In further consideration of the granting of this Permit it is hereby expressly understood and agreed to that said dance shall not continue later than 12:00 o'clock midnight.

.....  
MAYOR

(STUB)

---

### PUBLIC DANCE HALL AND ENTERTAINMENT PERMIT

Mayor's Office

.....191...  
City State  
No.....  
Given to .....  
on behalf of.....  
to be held at.....  
on :..... 191...

The first ordinance regulating the commercial dance hall was passed in New York on June 20, 1910. This ordinance exacted a flat fee from all dance halls irrespective of size or capacity. The Cleveland ordinance, passed in April, 1911, was an improvement over the New York ordinance in that the fee exacted was graded according to the size of the hall. The ordinance reads as follows:

If the dance hall has a floor space not exceeding 2500 square feet, the annual license fee shall be fifteen dollars.

If the dance hall has a floor space exceeding 2500 square feet but not exceeding 5000 square feet the annual license fee shall be twenty-five dollars.

If the dance hall has a floor space exceeding 5000 square feet but not exceeding 6500 square feet the annual license fee shall be thirty dollars.

If the dance hall has a floor space exceeding 6500 square feet, the annual license fee shall be fifty dollars.

In computing floor space only that part of the floor actually used for dancing shall be considered.

## COMMERCIAL RECREATION LEGISLATION

The Denver ordinance passed in 1912 not only covers the dance halls but all amusement places, including roller skating rinks. It is an improvement on the preceding ordinances in providing for the inspection of all public amusements, under two inspectors, one of whom must be a woman,—requiring the keeper or proprietor of the public dance hall to keep a register of all persons attending under the age of 21, which shall be subject to the inspection of the Inspector of Public Amusements and all probation or police officers.

### MOTION PICTURES AND PENNY ARCADES

The following requirements should be sought for in working out legislation for motion picture shows:

1. A license for the premises used for motion picture shows
2. Definition of motion pictures and motion picture theatre
3. Regulations of the building and fire departments to insure proper sanitation and adequate fire protection
4. Standards of lighting and ventilation, so framed as to be thoroughly enforceable
5. Placing the question of censorship with the licensing authority, which will regulate the moral quality of the show, since through this authority it is possible to revoke or suspend a license, if the show is not up to a normal standard
6. Requirement that children shall not be permitted to attend motion picture shows during school hours or after eight o'clock in the evening

The ordinance known as the Folks ordinance passed by the Board of Aldermen of New York City in July, 1913, carries out in detail the regulations suggested by the National Board of Censorship. Its text follows:

#### AN ORDINANCE RELATIVE TO MOTION PICTURE THEATRES IN THE CITY OF NEW YORK

Be it ordained by the Board of Aldermen of the City of New York, as follows: Chapter 7, Title 2, Article 3, Section 352—Motion Picture and Motion Picture Theatres.

## COMMERCIAL RECREATION LEGISLATION

### 352 A

Motion pictures shall be deemed a display on a screen or other device whereby pictures are displayed of characters or objects in motion, whether or not accompanied by music, lecture, recitation or song.

### 352 B

A motion picture theatre shall be deemed any public hall or room in the City of New York in which motion pictures are exhibited, in which the seating capacity does not exceed 600, and in which there is no stage or scenery.

An open air motion picture theatre shall be deemed any public place or space in the open air in the City of New York in which motion pictures are exhibited, and in which there is no stage or scenery.

The Mayor shall appoint such inspectors as shall be necessary to carry out the provisions of this ordinance. They shall be known as "Motion Picture Theatre Inspectors" and shall be paid such compensation as shall be fixed by the Board of Aldermen on recommendations of the Board of Estimate and Apportionment.

### 352 C

The Bureau of Licenses shall issue all motion picture licenses granted by the Mayor, and, by the authority of the Mayor, shall regulate and control all motion picture theatres provided.

1. Applicants for motion picture theatre licenses shall file plans and specifications of the motion picture theatre with the Bureau of Buildings of the borough in which the motion picture theatre is to be situated, and must file a copy of such plans and specifications, duly approved by the Superintendent of Buildings, with the application for the license, which application shall be made to the Bureau of Licenses on blanks furnished by it for that purpose.

2. The Bureau of Licenses shall, without delay upon the request of an applicant, pass upon the location of the motion picture theatre and upon the character of the applicant requesting the license.

3. The Bureau of Licenses shall request the Fire Department, Bureau of Buildings, Department of Water Supply, Gas and Electricity, and Department of Health to inspect said theatres, and the said departments shall file in the Bureau of Licenses, within ten days, detailed written reports, which shall include a statement of any violations of law, ordinances, rules and regulations, and any dangerous conditions. Upon the failure of any of said departments (excepting the Fire Department) to file detailed written reports in reply to the request of the Bureau of Licenses, the said bureau may disregard said department and in its discretion may issue a license.

4. Until the provisions of this ordinance shall have been complied with, no license shall be issued.

### 352 D

1. Plans—Before the erection, construction or alteration of a building, or part thereof, to be used as a motion picture theatre, there must be filed with the Superintendent of Buildings complete plans and detailed statement as set forth in section 4 of the Building Code. The plans must show clearly



## COMMERCIAL RECREATION LEGISLATION

and fully the location and width of all exits, passageways, stairs, fire escapes, aisles, etc.; arrangement of seats, size of floor beams, walls, supports, etc.; the location and construction of the inclosure for the motion picture light and machinery, and for other similar apparatus; a diagram of the lot or plot, showing outlets from all exits, and also such other statements, plans or details as may be required by the Superintendent of Buildings.

2. Prohibition—Motion picture theatres shall not be constructed in frame buildings within the fire limits, nor in hotels, tenement houses or lodging houses, nor in factories or workshops, except where the theatre is separated from the rest of the building by unpierced fireproof walls and floors, and in no case shall they be constructed or operated above or below the ground floor of any building.

3. Exits and Courts—All such buildings must be provided on the main floor of the theatre with at least two separate exits, one of which shall be in the front and the other in the rear, both leading to unobstructed outlets on the street. Where the main floor of the theatre accommodates more than 300 people there shall be at least three such exits, the aggregate width in feet of such exits shall not be less than one-twentieth of the number of persons to be accommodated thereby. No exits shall be less than 5 feet in width, and there shall be a main exit not less than 10 feet in total width.

In all such buildings to be erected or to be altered so as to be used for a motion picture theatre, if unobstructed exits to a street cannot be provided at the rear of such buildings, as herein specified, either an open court or a fireproof passage or corridor must be provided from rear exits to the street front of at least the following width:

Four feet in the clear for theatres accommodating 100 persons or less; for every additional 100 persons the width to be increased 8 inches. Such passage must be constructed of fireproof material and must be at least 10 feet high in the clear. The walls forming such passage must be at least 8 inches thick, of brick or other approved fireproof material, and if there be a basement the wall on the auditorium side should be either run 1 foot below the cellar bottom or may be carried in the cellar on iron columns and girders properly fireproofed according to sections 106 and 107 of the Building Code.

The ceiling of said passage, and if there be a basement, the flooring must be constructed according to section 106 of the Building Code.

If unobstructed rear exit or exits to a street are provided, the said exit or exits must be of the same total width required for the court or passage above mentioned.

Said passages and exits to the street, as above, must be used for no other purposes except for exit and entrance and must be kept free and clear.

The level of the open court or passage at the front of the building shall not be greater than one step above the level of the sidewalk, and the grade shall not be more than 1 foot in 10, with no perpendicular rises.

All exit doors must be unlocked when building is open to the public. They must be fireproof and made to open outwardly and so arranged as not to obstruct the required width of exit or court when opened. All doors leading to fire escapes must be not less than 40 inches wide in the clear, and

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shall be located at the opposite side or end of the gallery from other exit doors.

4. Galleries and Stairs—A gallery may be permitted, except in a theatre erected on a lot less than 20 feet in width, but it shall not include more than 25 per cent of the total seating capacity of the theatre. Entrance to and from said gallery shall in no case lead to the main floor of the theatre, and the gallery shall be provided with a stair or stairs equipped with handrails on both sides. Stairs over 7 feet wide shall be provided with centre handrail. The risers of the stairs shall not exceed  $7\frac{3}{4}$  inches, and the treads, excluding posings, shall not be less than  $9\frac{1}{2}$  inches. There shall be no circular or winding staircases.

The total width of the stairs shall not be less than 8 feet in the clear where the gallery accommodates 150 people; for every 50 people less than 150 which the gallery accommodates said width may be reduced 1 foot.

Stairs shall be constructed of fireproof material, and such material and the bearing capacity of such stairs shall be approved by the Bureau of Buildings.

Galleries must also be provided with at least one line of fire escapes leading to an open court, fireproof passage or street without reentering the same or any other building.

If the fire escape leads to a point in the court nearer the street than any exit, there must be a width of not less than 4 feet in the clear between the outer edge of the fire escape and the outer wall of the court.

5. Fire Escapes—All fire escapes must have balconies not less than 3 feet 4 inches in width in the clear and not less than 4 feet 6 inches long, and from said balconies there shall be staircases extending to the ground level with a rise of not over  $7\frac{3}{4}$  inches and a step of not less than  $9\frac{1}{2}$  inches, and the width of the stairs must not be less than 3 feet 4 inches.

6. Auditorium and Other Rooms—If the walls of the auditorium contain wood studs they shall be covered with either expanded metal lath or wire mesh and plastered with three coats of first class plaster, or may be covered with metal on one-half inch plaster boards. The joints shall be properly filled with mortar.

The ceilings of all such rooms shall be plastered with three coats of first class plaster on wire mesh or metal lath, or covered with one-half inch plaster boards, and plastered or covered with metal.

If there be a basement or cellar the ceiling under the auditorium floor must be plastered with three coats of first class plaster on wire mesh or expanded metal lath or may be covered with metal on one-half inch plaster boards.

The basement or cellar under the auditorium shall be kept free and clear, except the space used for the heating apparatus, for machinery connected with the theatre and for coal.

7. Construction of Booths—Apparatus for projecting motion pictures shall be enclosed in a booth or enclosure constructed so as to be fireproof, in accordance with the specifications of chapter 756 of the Laws of 1911. The booth shall be equipped with a vent flue as prescribed in section 352 E, paragraph 3, of this ordinance. Booths shall contain an approved fireproof

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box for the storage of films not on the projecting machine. Films shall not be stored in any other place on the premises; they shall be rewound and repaired either in the booth or in some other approved fireproof enclosure.

Where miniature motion picture machines are employed in connection with private exhibitions the requirements of the above paragraph may be so modified as to permit, instead of the regulation booth, an approved fireproof box, unventilated, and of a size only sufficient to properly enclose the machine.

8. Gradients—To overcome any difference of level in and between corridors, lobbies and aisles, gradients of not over 1 foot in 10 feet, or steps having a rise not over 8 inches and a width of not less than 10 inches must be used.

9. Aisles—All aisles in the auditorium and gallery must not be less than 3 feet wide in the clear. No aisle, passageway or space in the rear of the auditorium shall be obstructed by any camp stool, chair, sofa, settee, nor shall any person be permitted to stand or sit therein.

10. Chairs—All chairs in the auditorium except those contained in the boxes, must not be less than 32 inches from back to back and must be firmly secured to the floor. No seat in the auditorium shall have more than seven seats intervening between it and an aisle. The space occupied by each person shall be separated from the adjoining space by means of an arm or other suitable device.

11. Signs Over Exits—Over every exit there must be painted on the inside in letters not less than 6 inches high, the word "Exit" in legible type, and one red light or illuminated sign must be placed inside over each exit, and illuminated while the audience is present.

12. Floor Loads—The flooring of that portion of the building devoted to the uses or accommodation of the public must be of sufficient strength to bear safely a live load of 90 pounds per square foot.

13. Toilets—Toilets separate for sexes must be provided.

14. Fire Apparatus—Portable fire apparatus shall be provided of the following kind and number: Ten-quart capacity buckets, painted red with the word "Fire" in black, the letters 4 inches high, to the number of 6 for places seating less than 300 without a gallery, and two additional if there be a gallery; to the number of ten in places seating over 300 persons, and four additional if there be a gallery. There shall be two buckets containing dry sand kept in the operating booth; approved fire extinguishers of 2½-gallon capacity of the regulation Fire Department pattern, of which 2 shall be on the main floor and 2 in the gallery, if there be one, and 1 in the operating booth; 4 pound flat head axes, 2 of which shall be on the main floor and 2 in the gallery, if there be one.

### 352 E

1. Lighting—Every portion of a motion picture theatre, including exits, courts and corridors devoted to the uses or accommodation of the public, shall be so lighted by electric light during all exhibitions and until the entire audience has left the premises that a person with normal eyesight should be able to read the Snellen standard test type 40 at a distance of 20 feet and



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type 30 at a distance of 10 feet; normal eyesight meaning ability to read type 20 at a distance of 20 feet in daylight. Cards showing types 20, 30 and 40 shall be displayed on the side walls, together with a copy of this paragraph of the ordinance.

2. Heating—When the temperature of the outdoor air is below 60 degrees F. the air in the theatre, while an audience is present, shall be maintained at a temperature not lower than 62 degrees F. nor higher than 70 degrees F.

If gas stoves, oil stoves or other apparatus throwing off products of combustion are used to heat motion picture theatres, said products of combustion must be carried to the outside air by means of a fireproof flue or flues.

No radiator shall be placed in the aisles so as to lessen the width below the minimum requirement.

3. Ventilation—Motion picture theatres having less than 200 cubic feet of air space for each person, or motion picture theatres in which the outside window and door area is less than one-eighth of the floor area, shall be provided with artificial means of ventilation which shall supply during the time the audience is present at least 500 cubic feet of fresh air per hour for each person.

Motion picture theatres having more than 200 cubic feet of air space for each person, or which have outside windows and doors, the area of which is equal to at least one-eighth of the floor area, shall be provided with artificial means of ventilation, which shall be in operation when the outside temperature requires the windows to be kept closed, and which shall supply, during the time the audience is present, at least 500 cubic feet of fresh air per hour for each person. When the artificial ventilation is not in operation, ventilation by means of open doors and windows shall be sufficient to provide each person with 500 cubic feet of fresh air per hour.

Motion picture theatres having more than 1,000 cubic feet of air space for each person and having outside windows and doors, the area of which is equal to at least one-eighth of the total floor area, shall not be required to have artificial means of ventilation, provided the air is thoroughly changed by freely opening doors and windows immediately before the admission of the audience, and at least every four hours thereafter.

No part of the fresh air supply by any of the above paragraphs of this section shall be taken from any source containing vitiated air.

The area of outside doors and windows shall mean the area capable of being freely opened to the outside air for ventilation purposes.

When fresh air is supplied by means of ventilating openings, at least one inlet shall be situated at one end of the room. Where exhaust or inlet fans are necessary, at least one of such fans shall be placed in an outlet opening. The inlet opening or openings shall be placed in the floor or within 2 feet from the floor, and the outlet opening or openings in the ceiling or within 2 feet of the ceiling. The inlet openings and their surroundings shall be kept free from dust so that the incoming air shall not convey dust nor stir up dust as it enters.

During the time the audience is present, the air in the theatre shall be kept continuously in motion by means of fans to the number of at least 1

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to every 150 persons. Such fans shall be placed in positions remote from the inlet and outlet openings. No person shall be exposed to any direct draft from any air inlet.

The booth in which the picture machine is operated shall be provided with an opening in its roof or upper part of its side walls, leading to the outdoor air. The vent flue shall have a minimum cross sectional area of 50 square inches and shall be fireproof. When the booth is in use, there shall be a constant current of air passing outward through said opening or vent flue, at the rate of not less than 30 cubic feet per minute.

The specifications of the above paragraph shall apply to portable booths and booths in open air theatres.

### 352 F

Motion picture theatres must be kept clean and free from dust.

The floors, where covered with wood, tiles, stone, concrete, linoleum, or other washable material, shall be mopped or scrubbed with water or swept with moisture or by some other dustless method, at least once daily, and shall be scrubbed with water and soap, or water and some other solvent substance at least once weekly.

Carpets, rugs and other fabric floor coverings shall be cleaned at least once daily by means of suction cleaning, beating or dustless sweeping. Curtains and draperies shall be cleaned at least once monthly by suction cleaning, beating or washing. Cornices, walls and other dust-holding places shall be kept free from dust by washing or moist wiping. The wood and metal parts of all seats shall be kept clean. Fabric upholstery of seats and railings and other fixed fabrics shall be cleaned by suction cleaning, or other dustless method, at least once monthly.

### 352 G

Through its Motion Picture Inspectors, as provided in sub-section 352 B of this ordinance, the Bureau of Licenses shall inspect, subject to the authority of the Mayor, the character of exhibitions in motion picture theatres and shall report to the Mayor any offense against morality, decency or public welfare contained in said exhibitions.

### 352 H

All the provisions contained in this ordinance shall apply to existing places of entertainment, where motion pictures are exhibited under a common show license, in case the seating capacity be increased and in case the seating capacity be not increased, all the provisions of this ordinance shall apply, except those provisions of subsection 352 D, designated as numbers 1, 2, 3, 4, 5 and 6, but the Bureau of Licenses shall have power in its discretion to enforce the provisions of said paragraph 3 of Section 352 D as to exits and courts.

### 352 I

Existing places of entertainment seating 300 persons, or less, where motion pictures are exhibited in conjunction with any other form of entertainment, must comply, before a reissuance of its license, with the provi-

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sions of section 109 of the Building Code, covering theatres seating more than 300 persons. But if such existing place of entertainment discontinue all other form of entertainment except the exhibition of motion pictures, it may be licensed in accordance with the provisions of subsection 352 H.

### 352 J

With the exception of paragraph 7 of subsection 352 D, subsections 352 A to 352 F, inclusive, and subsections 352 H, 352 I, 352 K and 352 L of this ordinance shall not apply to motion picture exhibitions with or without charge for admission, conducted under the direct management of educational or religious institutions, nor to motion picture exhibitions without charge for admission given or held not more than once a week in private residences or bona fide social, scientific, political or athletic clubs. Before motion pictures shall be exhibited in any of the places above mentioned, there shall be obtained from the Bureau of Licenses a permit for such exhibition. Before granting such permit, the Bureau of Licenses shall cause to be inspected the premises where such proposed exhibition will be held, and shall grant the permit if in its judgment the safety of the public be properly guarded, and provided that for an audience of more than 75 people all chairs or seats shall be securely fastened to the floor or fastened together in rows.

### 352 K

The Bureau of Licenses, at its discretion, shall specify the seating capacity for each open air motion picture theatre. Aisles must be 4 feet wide, or wider, in the discretion of the Bureau of Licenses. At least two separate exits, remote from each other, shall be provided, and no exit shall be less than 5 feet in width; for every 25 persons to be accommodated in excess of 300, the total width of exits shall be increased 1 foot. All exits must be indicated by signs and red lights, and the doors must open outwardly. Seats must be stationary, with backs 32 inches apart, and so arranged that no seat shall have more than 7 seats intervening between it and an aisle. The floor must be constructed either of wood with sleepers or concrete, and must extend at least five feet from the seats on all sides, provided, however, that in the discretion of the Bureau of Licenses, a gravel floor may be substituted for wood or concrete. Chairs must be either securely fastened to wood or concrete floor, or all chairs in a row must be fastened together, and at least four rows must be securely fastened to one frame, except that where refreshments are served, tables and unattached chairs or benches used with them may be permitted.

### 352 L

Only subsections 352 A, 352 B, 352 C, 352 D, paragraphs 7 and 13; 352 G, 352 J and 352 K of this ordinance shall apply to open air motion picture theatres.

### 352 M

This ordinance shall take effect thirty days after its approval by the Mayor. All other rules, regulations and ordinances inconsistent herewith and affecting buildings and places to be occupied as herein defined are hereby revoked.



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The Los Angeles ordinance states very definitely the kind of film that may be exhibited or displayed in Los Angeles, and provides also for membership of an Advisory Committee which shall enforce the censorship.

It shall be unlawful for any person, firm or corporation to exhibit or display, or cause or permit to be exhibited, or displayed at any nickelodeon, penny arcade or moving or motion picture exhibition, or at any entertainment at which moving or motion pictures are exhibited or displayed any picture, illustration or delineation of any nude human figure in such detail as to offend public morality or decency; or of any lewd or lascivious act, or of any other matter or thing of an obscene, indecent or immoral nature, or offensive to the moral sense; or any murder, suicide, robbery, hold-up, stabbing, clubbing or beating of any human being, wherein such acts are shown in grewsome detail or in a revolting manner, or in any manner objectionable to the moral sense; or to permit or allow any person to sing any obscene song, to converse or discourse in obscene language or to permit or allow any phonograph or similar device to be used for the reproduction of any obscene song, conversation or discourse.

The Kansas City ordinance vests the power of licensing and censorship in the Board of Public Welfare, in which is centered all responsibility for the regulation of commercial amusement enterprises.

The Pennsylvania State Law is significant because the law very definitely goes into the building requirements, sanitary and fire regulations and the building of proper booths; it also provides for a State censorship of the pictures that are shown.

### BOWLING ALLEYS AND POOL ROOMS

In working out legislation for bowling alleys and pool rooms, the following requirements should be sought:

1. A license should be exacted for the premise and not for the man who operates the alley or pool room. This license is practically for control and not for revenue.
2. Boys under 18 should not be permitted to enter.
3. No liquor should be sold or gambling allowed on the premises.
4. Proper regulations for ventilation and sanitation should be demanded.
5. The license should be revoked for violations.

Pittsburgh developed an ordinance in 1898, but for the most part there are few ordinances regulating pool and billiard

## COMMERCIAL RECREATION LEGISLATION

halls which cover the conditions that now exist. In most cities the regulation of these places comes under the duties of the police and the standard of the halls depends upon the quality of the police force. The Cleveland ordinance prohibits the opening of pool or billiard rooms in any grocery, saloon, or public place upon Sunday.

### A MODEL ORDINANCE

Providing for licensing pool, billiard, pigeon hole and bagatelle tables and bowling alleys. Providing for the revocation of such licenses and repealing all ordinances and parts of ordinances in conflict herewith  
Be it ordained, etc. . . .

#### SEC. 1.

It shall be unlawful for any person, firm or corporation to open, carry on, maintain or conduct any pool, billiard, pigeon hole or bagatelle tables or bowling alley for which a reward or compensation shall be charged for the use thereof within the City of ..... without having obtained a City license for same.

#### SEC. 2.

The fee of such license shall be the sum of \$5.00 per annum for each table and \$10.00 for each alley and no license shall be issued for a period longer than one year.

#### SEC. 3.

Any person, firm or corporation desiring to open, maintain, carry on or conduct any such table or bowling alley mentioned in Section 1 hereof, shall make application in writing to the licensing authority for such a license. Such application shall state the place where table or tables or bowling alley is to be maintained and operated; the name and address of the applicant, and, if a person or firm, the residence and business of such person or the members of such firm for a period of six months prior to such application.

#### SEC. 4.

The licensing authority shall investigate as to the character and fitness of the applicant to carry on such business, and may for any unfitness of the applicant or from public policy refuse to grant the license. No license shall be granted until it shall be found that such place complies with the health requirements of the city, and that it is properly ventilated.

#### SEC. 5.

Whenever any application for license, as herein provided for, shall be made, a deposit shall be made with the City Treasurer covering the amount of such license, and if such license be granted by the licensing authority the License Clerk shall, upon the presentation of the Treasurer's receipt for the proper amount, issue a license to the applicant therefor; and in case such

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license is not granted, then the money so deposited with the Treasurer shall be returned to the applicant.

### SEC. 6.

The licensing authority shall have the right at any time to revoke any such license heretofore granted or granted under the provisions of this Ordinance, and all licenses granted under the provisions of this Ordinance shall be granted upon the express condition that the licensing authority may revoke any such license for cause.

### SEC. 7.

No person shall keep open any billiard or pool room, any bowling alley or any room or place within the city where any billiard or pool table or bowling alley is kept, used or operated for profit between the hours of twelve (12) midnight and six (6) o'clock a. m. No licensee or his employee or any person in charge of any billiard table, pool hall, bagatelle table, pigeon hole table or bowling alley shall at any time with or without gain or profit, permit or allow any such table or part of alley to be used by any person under eighteen for any purposes whatever, nor shall any licensee permit such persons to frequent or congregate on the premises for which such public license shall have been granted. Nor shall any licensee permit any drunken or disorderly persons to frequent or congregate on the premises for which such public license shall have been granted.

### SEC. 8.

It shall be unlawful for any person or corporation to permit gambling to be carried on in any pool or billiard room or bowling alley or any room or place where any pool or billiard room or bowling alley is kept which is licensed under this act.

### SEC. 9.

Any person, firm or corporation violating the provisions of this Ordinance, or failing to comply with its terms and conditions shall be punished by a fine of not less than \$5.00 or more than \$100.00, and in addition thereto the license for such place shall be revoked. In any case where a license is revoked or where the licensing authority refuses to renew a license, reasons for the action must be stated in writing and shall be public records. Should the license of any place have been revoked, no new license shall be granted for such a place for a period of at least six (6) months from the date of revocation.

### SEC. 10.

It shall be the duty of every person, firm or corporation taking out such a license to keep same posted in a conspicuous place in the room where such business is carried on.

### SEC. 11.

Any ordinance or part of ordinance conflicting with the provisions of this ordinance shall be, and the same is hereby repealed as the same affects this ordinance.



## PLAYGROUND EQUIPMENT

DISCUSSION OF ARTICLE ON EQUIPMENT BY HENRY S. CURTIS, PH.D.,  
IN THE PLAYGROUND FOR NOVEMBER

**Fencing Necessary** Dr. Curtis is, in my judgment, absolutely right in his insistence that every playground should be properly fenced. The fence should, of course, be sufficiently high so as to be practically unclimbable either from within or from without, as otherwise there is a great temptation to the children to use it as an entrance or exit. Most of the playgrounds conducted by the Board of Education of New York City are located in schools, where the iron railing at the entrance acts as an effective barrier. In some cases where we have used vacant sites, the tasks of discipline and supervision have been greatly increased where no adequate fence was provided.

**Separate  
Playgrounds for  
Boys and Girls  
Advisable** Separate playgrounds for boys and girls are very advisable. We have found that our plan of using the separate school entrances simplified the problem. In all our larger playgrounds the school property runs through the block, thus making it easy to have the boys enter from one street and the girls from the other street. At certain times, however, the children are brought together. The assembly exercises are co-educational, as the singing is greatly improved by the girls' voices, and it is also advisable to have the playground as a unit for such patriotic exercises as the "Salute to the Flag" and the singing of the national songs.

**Sand  
Play Very  
Valuable** Every lover of children will say "Amen!" to the strong emphasis which Dr. Curtis places upon the value of the sand-pile. We have found that the sand boxes are a great source of interest, and become a necessary part of the playground equipment. The little ones gather around the sand in great numbers and make forts, houses, tunnels, and all sorts of castellated structures which show wonderful imagination on the part of the juvenile architects. Every effort is made to keep the sand clean by sprinkling it, exposing it to the sun, and frequently replenishing the supply. There is considerable force to Dr. Curtis' criticism that the spilling of the sand makes a dirty playground. We have found an effectual remedy in

## PLAYGROUND EQUIPMENT

"The Sanitary Squad" provided with little shovels, brooms and wheelbarrows. The little ones make the rounds of the sand piles at frequent intervals, and exercise every vigilance to keep a clean playground.

### **Suggestions as to Slides**

Slides are a very important part of a satisfactory equipment. Two kinds, however, should be provided (1) Small slides with only a short elevation for the younger children and (2) Higher slides with more steps and a longer incline for the older children. If only one kind is provided, there is a danger that the big boys or girls crowd off the smaller children, or if not, there is a danger that the little ones may be hurt if they attempt the higher slides. The slide is an ideal form of playground equipment, as it is not too expensive and practically runs itself without a teacher, as the children are after all good American citizens and straighten out the lines of youngsters who wish their turn, so that each one comes in his or her regular place. Until the children have learned the plan of going in regular order, a young teacher or a large boy acting as monitor should direct this form of recreation. The greatest value of the slide is that the boys and girls must do the physical work of climbing the steps or ladder leading to the slide and then run around from the bottom of the incline to the steps. In this way there is considerable exercise, so that the children really work their passage.

### **Playgrounds for Mothers and Babies**

Swings are a decided necessity in all large playgrounds and Dr. Curtis makes valuable suggestions regarding their installation and the measures for protecting not only the safety but the morals of the children as well. In all our playgrounds we have been able to supply hammock swings for the babies and in congested districts the sleep of the infants in the hammocks proves to be the most restful of the entire day.

Dr. Curtis states that in Seward Park mothers were in the habit of putting their children to sleep and then going away, so that the teacher in charge really had a nursery on her hands. We have not had this difficulty. The mothers arrange to bring some form of occupation with them. In sewing, knitting, crocheting or some other form of manual work the mothers are thus kept busy. We have also provided books for them to read

## PLAYGROUND EQUIPMENT

while their infants are sleeping. A valuable addition to the equipment has been the phonograph, so that excellent music is provided, including many of the fine songs of hearth and home, such as "Annie Laurie," "Auld Lang Syne," "My Old Kentucky Home," "Blue Bells of Scotland," and "Last Rose of Summer."

It is difficult for us to have just the right number of hammock swings in each playground. One principal said to me last summer, "What shall I do? I have thirty-eight babies who want to sleep, and only eighteen hammocks." I told her to give the preference to those who were brought by their mothers and that I should try to send an additional supply of hammocks as soon as possible. The limitation of the funds at our disposal, however, often prevents an adequate supply.

### **Personality More Important than Equipment**

The Board of Education cannot afford to install giant strides, teeters, merry-go-rounds and other expensive apparatus indicated in the equipment by Dr. Curtis. It has always been our policy to emphasize the personality of the principal and teachers as being more important than playground equipment. The right kind of teacher will keep a large number of children busily employed with no other apparatus than a basket ball, volley ball and an indoor baseball. A poor teacher, however, will do no effective work even if all the latest and most up-to-date apparatus is provided.

Regarding outdoor gymnasiums, if they are to be installed in playgrounds just for the summer months, we have found them very expensive. The cost of taking them down, storing them for the winter, and re-erecting them for the playground season makes them almost impracticable. In addition, as Dr. Curtis clearly points out, they are very difficult to supervise. Their very variety of equipment makes good squad work difficult or impossible. Too often, venturesome boys climb to the top and essay dangerous stunts, or play tag or other games at such an altitude that a fall becomes very easy, often with serious injury. The cost of installing an outdoor gymnasium will furnish a large number of baseballs, basket balls, volley balls, quiet games, (checkers, dominoes, lotto, parchesi) and a quantity of necessary kindergarten material.



## PLAYGROUND EQUIPMENT

### **If Only Money Were Available**

I agree with Dr. Curtis that it is difficult to state just what is the standard equipment necessary for a live playground. Some day when our nation realizes that welfare is more important than warfare, we shall not spend ten millions of dollars for a single battleship, but shall use the money to better use to install playgrounds with proper equipment. Just think that if we were allowed five thousand dollars as an average cost of equipment, we could install two thousand playgrounds for the boys and girls who are to be the future citizens of our country, for the cost involved in building one super-dreadnaught! And after a short time the battleship will be fit only for the scrap heap while the playground apparatus with proper care will last for many years, and the sturdy Americans created through its help will for ages influence the physical, moral and civic welfare of our nation.

### **A Playground Dream**

May I close with this dream: "I saw a playground fully equipped with up-to-date apparatus, so arranged that separate provision is made for the older boys, girls and the little ones of kindergarten age. Many children are in attendance, happy at various forms of play, but not unduly crowding any special apparatus. Just the right number of teachers are present to direct the play of the children and to take part in the organized games, as partners, not as leaders. Swings, slides, see-saws, giant strides, merry-go-rounds and other devices for play are all in evidence. Happy children surround each apparatus, but there are so many varieties of play that no one activity is overcrowded. A number of sand piles give much enjoyment to many of the little ones. Piano and phonograph as well furnish excellent music. Teachers do not seem worried over the matter of attendance because they are not forced to have just a certain number of children present, or be dropped by a cruel park commissioner, or exacting school superintendent. Enough children are present to enjoy each amusement provided, but the crowds in one place are not dangerous. Parents as well are welcome, for I see mothers and some fathers also enjoying the playground. In the center of the playground floats the American flag, and the playground spells not only physical improvement but patriotism as well. The teachers who assist rather than direct the

## PLAYGROUND EQUIPMENT

play are wonderful people, blessed with a quadruple personality, including the loving sympathy of a Pestalozzi, the practical pedagogy of a Horace Mann, the social service of a Jane Adams, and the joyous enthusiasm of a Joseph Lee."

The teacher who "dreamed this dream and saw this vision" awoke to find herself in heaven!

EDWARD W. STITT,

District Superintendent of Schools, New York City

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The slide may not be so dangerous, but the high-slide surely is, unless most carefully guarded. One of the best of the recent precautions is to use a ladder with small steps or treads instead of rungs. The ladder with rungs twelve inches apart leaves too much room for little ones to fall through. A side railing on the ladder is also essential.

Surely no one today will weaken "the steel frame-work" by threaded or bolted fittings when we have available the fitting with the double compression "dogs." I have used this fitting and it seems to eliminate the objections to other fittings almost entirely. This fitting has the advantage over the one with set-screws that it holds firmly when once tightened and leaves only a slight protuberance.

As to swings, might not the suggestion have well been added to hang the swings at two different heights and pave the ground beneath with creosoted blocks?

If the point is not too well-worn let it be urged that all teeter ladders be made non-adjustable so far as height is concerned. Smaller children are often injured by using a ladder left dangerously high by taller predecessors. The ladder though strong should be as light as possible and with the first rung well back from the handles.

I, too, should like to vote for the wading pool with a sand or mud bottom if I were sure no one would know it. But that sanitary inspector is on the job! And the participants in those "night carousals" around the sand-beds have a habit of also leaving broken glass in the wading pool, which register and report conditions to the parents who are also on the job. So

## PLAYGROUND EQUIPMENT

we are forced to vote for the cement pool as being so much better than nothing and well worth while in itself.

And then it seems like criticizing our victorious home team to discredit the sand-bed and slide because they are not exactly a communal type of play. I am not so sure that the playground is supposed to represent exclusively a communal type of play. Doesn't such a classification seriously limit our program? Such activities may place a premium on individual activity but their presence on the playground is certainly an aid to sociability at the same time. And, as mentioned, these things are not being furnished in back yards. In fact the city does not supply enough *back yards*. On the other hand, we don't care how much the trapeze is discredited!

T. McCANCE BLACK,  
Recreation Secretary,  
Montreal, Canada

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While reading Dr. Henry S. Curtis' article on Playground Equipment I could not help saying to myself, "Them's my sentiments!" It is a masterpiece on the subject.

H. O. BERG,  
Supervisor of Recreation,  
Milwaukee, Wisconsin



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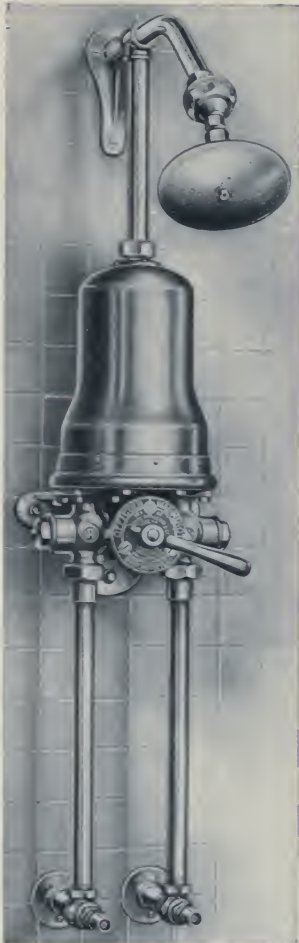
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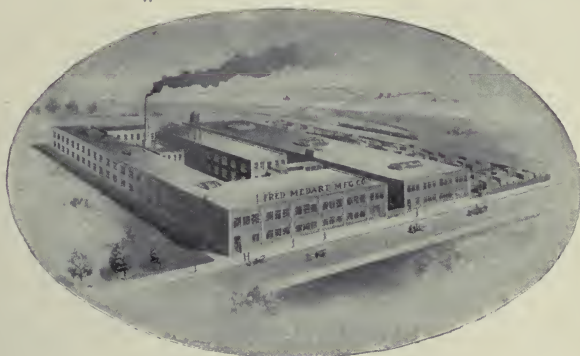
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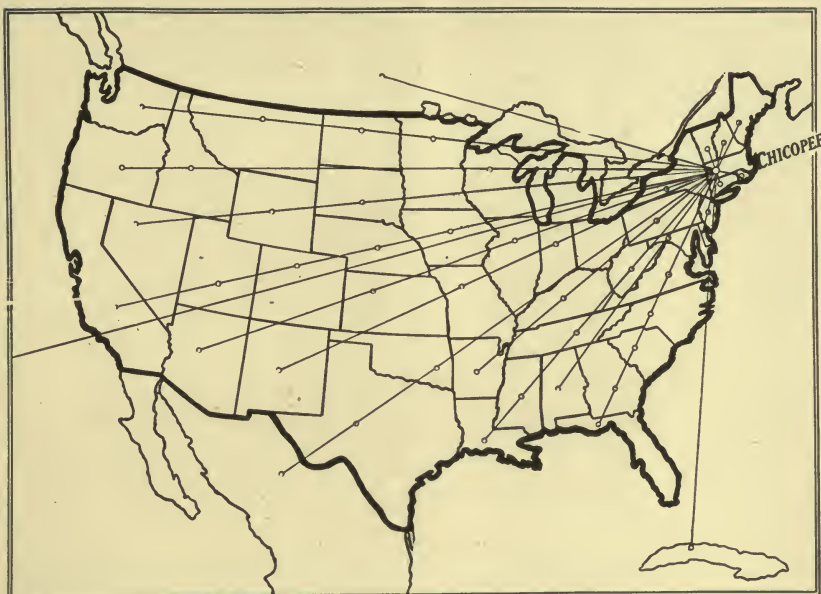
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## \$5,000 FOR THE FLAG

### A Patriotic Woman's Gift and Message

To promote Patriotism through the playground movement, a Washington woman has subscribed \$5,000 to the Playground and Recreation Association of America.

She asks to have her purpose—but not her name—made public, in order to enlist co-operation in developing patriotic citizenship.

Four important measures, especially, she seeks to emphasize and strengthen by her pioneer gift in this line:

First: Children in every playground, she believes, should be inspired to salute the Stars and Stripes wherever seen. There should be frequent flag drills and other patriotic exercises.

Second: Every flag on a public school building should, she suggests, be kept in good repair. It should not be left to fly all night, but some of the older boys should have the honor of lowering and raising it, night and morning.

Third: Adults and children gathered for recreation at band concerts, theatres and elsewhere should honor their country's flag wherever shown and should stand at attention when the National Anthem is played.

Fourth: To fuse our various racial and economic groups into one inclusive, patriotic Americanism, playgrounds, civic pageants, community festivals, and other forms of social recreation should be encouraged. These promote Patriotism by interpreting to the people that precious heritage of democratic opportunity and good will for which the flag stands.

Through more than 3,000 playgrounds in 533 cities much is already done to develop Patriotism. It is to encourage, emphasize and increase such efforts that this patriotic woman subscribes \$5,000 to the general field work of the Playground and Recreation Association of America.

Vol. VII. No. 7

OCTOBER, 1913

# The Playground

Evening Recreation Centers



*Washington Playground Association*

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No city can be called really well governed which does not supply clean and well paved streets and a good police department and good methods of transportation.

After all, however, these things are incidental to the main purpose for which people go to live in cities. They do not go there to build streets, or to arrest one another, or merely to travel back and forth. They travel back and forth, they establish a police force, they build and keep streets in repair for the purpose of furthering their real ends of work—self-protection, education, self-development, diversion, social life.

Sometimes such things as playgrounds, parks, recreation piers, museums and libraries, school lunches, municipal theatres, municipal markets, model tenements, social centers, have been discussed as if they were frills and furbelows. As a matter of fact they come very close to the real objects for which cities exist.

Great are the advantages produced by cities. The great civilizations of the past have expressed themselves in cities: Babylon, Jerusalem, Athens, Rome, Venice—the very name of each of these cities is emblematic of some phase of human advancement. We do not think of their streets, or their police, or their means of transportation. We think rather of their literature, or their commercial triumphs, or their religious ideals, or their schools of learning, or their treasures of art. These are the things for which cities exist.—*The Outlook*, Sept. 6, 1913.

Vol. VII. No. 8

NOVEMBER, 1913

# The Playground

Playground Equipment



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## PURPOSE OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

The people of our country interested in increasing the joy of living by providing adequate opportunity for play for all have banded themselves together in order that through their united efforts in The Playground and Recreation Association of America the playgrounds already established may give the largest measure of happiness to the children and may receive more adequate financial and moral support; that the hundreds of cities and towns not having playgrounds may establish them as early as possible and upon the right basis, that recreation centers may be provided for all—young people and older people—that the time shall come when every citizen shall have an opportunity for wholesome recreation, for joyous comradeship in his leisure hours.



Vol. VII. No. 9

DECEMBER, 1913

# The Playground

To Promote Play and  
Public Recreation



*Amherst, Nova Scotia*

THE CAMP FIRE GIRLS AT LUNCH AFTER  
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
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<u>One Hundred Thousand</u>	_____ DOLLARS
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<u>\$ 100,000</u>	_____

Vol. VII. No. 10

JANUARY, 1914

# The Playground

The Year Book



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## PLAYGROUND FACTS

1913

¶ Children in seventy cities were given playgrounds for the first time in 1913.

¶ Six hundred and forty-two out of 1,050 cities from which reports were received were active in the playground movement during the year.

¶ Yet only eighty-three cities employed play leaders throughout the year,—only sixty-eight cities had their play centers open the entire year.

¶ It is generally recognized that every city needs play centers throughout the year.

¶ It is generally recognized that the first essential in working out a creditable recreation system in any city is to have a man or woman employed to give full time to the recreation problem just as each city has a school superintendent employed to give full time to the educational problem.



Vol. VII. No. 11

FEBRUARY, 1914

# The Playground

Swimming Pools  
Playground Equipment



CONCENTRATION

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First—I will never patronize an entertainment that brutalizes man or shames woman.

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Third—I will not be merely a lazy spectator of sport ; I will taste for myself its zest and thrill.

Fourth—I will avoid over-amusement as I pray that I may be saved from over-work.

Fifth—I will choose the amusements that my wife can share.

Sixth—I will not spend Sunday in caring for my bodily pleasure so much that I forget my soul and its relation to God's kingdom.

Seventh—I will never spend on pleasure money that belongs to other phases of my life.

Eighth—I will remember to enjoy a boy's sports again when my boy needs me as a chum.

Ninth—I will recollect that play should be for the sake of my mind as well as for my body ; hence I shall not shun those forms of entertainment that deal with ideas.

Tenth—I will never let play serve as the end of existence, but always it shall be used to make me a better workman and a richer soul.

HERBERT A. JUMP



Vol. VII. No. 12

MARCH, 1914

# The Playground

Commercial Recreation  
Legislation



*Newport, Rhode Island*

WOULD SUMMER BE SUMMER TO A BOY WITHOUT A CHANCE TO SWIM ?

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## HOW YOU MAY SECURE A YEAR-ROUND PLAYGROUND AND RECREATION SYSTEM FOR YOUR CITY

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No city need longer conduct play centers only during the summer, with changing workers each year, leaving the children without provision for play during the long winter months.

Write to the Playground and Recreation Association of America as to facts as to what other cities are doing in establishing year-round play centers.







